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ABSTRACT

The unit which this teacher's guide and student notebook are designed to implement is intended for use with students in grades 4-6 in the Northwest Territories (Canada). The unit aims to develop in students an understanding of the concepts related to rules and laws; the need to deal with rules and laws in a constructive manner; and an appreciation for the positive aspects of rules and laws. The unit also aims to reinforce the language that students need to understand, talk and write about rules and laws. The unit features seven lessons, which are addressed in both the teacher and student materials. The seven lessons are entitled: (1) "A Rule Is a Generally Accepted Guide of Conduct"; (2) "It Is Usually Important to Follow Rules"; (3) "Sometimes It May Be Necessary To Break a Rule"; (4) "A Law Is a Special Type of Rule"; (5) "Many Laws Play a Part in Our Lives"; (6) "Laws Are Made for the Protection of People and/or Property"; and (7) "All Groups of People Have Rules of Conduct Which Must Be Followed by All Members." The teacher's guide provides information to assist teachers divided into the following categories: aim, rationale, context; the language development approach; before teaching this unit; guidelines for evaluation; unit evaluation checklist; points to consider; rules of brainstorming; arranging for speakers; creating a classroom atmosphere conducive to teaching this unit; timeline for implementation; and a list of resources for this unit. (DB)

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RULES AND LAWS

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS

THE HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. SECTIONS ENTITLED ENGLISH VOCABULARY, ENGLISH SENTENCE PATTERNS, AND LANGUAGE PRACTICE HAVE BEEN ADDED TO THE ORIGINAL VERSION, TO REFLECT THE NEEDS OF THE MAJORITY OF NWT STUDENTS WHO ARE ENGLISH-AS-A-SECOND LANGUAGE LEARNERS. THE SECTION ENTITLED CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE IS AN ADAPTATION OF ONE OF SEVERAL METHODOLOGIES SUGGESTED IN THE ORIGINAL TEACHER'S GUIDE. FOR ESL STUDENTS IT WAS CONSIDERED APPROPRIATE FOCUS ON ONLY ONE METHODOLOGY, INCORPORATING THE NECESSARY LANGUAGE DEVELOPMENT EXERCISES INTO THE METHODOLOGY. THE TITLE OF LESSON ONE HAS BEEN CHANGED; AS WELL THE ENTIRE LESSON SEVEN HAS BEEN ADDED TO THE ORIGINAL UNIT. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE OR DESCRIMINATION OF ANY NATURE.

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1987

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LESSON NUMBER	KEY IDEA	
#1	A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT	PAGE 17
#2	IT IS USUALLY IMPORTANT TO FOLLOW RULES	PAGE 21
#3	SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE	PAGE 26
#4	A LAW IS A SPECIAL TYPE OF RULE	PAGE 32
#5	MANY LAWS PLAY A PART IN OUR LIVES	PAGE 38
#6	LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY	PAGE 41
#7	ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS	PAGE 44

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AIM:

1) TO DEVELOP IN STUDENTS:

-AN UNDERSTANDING OF THE CONCEPTS RELATED TO RULES AND LAWS.
-THE NEED TO DEAL WITH RULES AND LAWS IN A CONSTRUCTIVE MANNER.
-AN APPRECIATION FOR THE POSITIVE ASPECTS OF RULES AND LAWS.

2) TO REINFORCE THE LANGUAGE THAT STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THIS TOPIC.

RATIONALE:

ALONG THE ROAD TO BECOMING RESPONSIBLE CITIZENS, STUDENTS ARE SOMETIMES THREATENED BY AUTHORITARIAN FIGURES (TEACHERS, PARENTS, POLICE OFFICERS, ETC.) WHO ENFORCE RULES AND LAWS WITHOUT COMPASSION, OFTEN FAILING TO EXPLAIN WHY CERTAIN RULES AND LAWS ARE NECESSARY. AT TIMES, STUDENTS INTERACT WITH PEERS WHO NEED TO BOOST THEIR OWN SELF-ESTEEM AT THE EXPENSE OF OTHERS. THESE SO CALLED FRIENDS INFLUENCE STUDENTS TO SUPPORT AND PARTICIPATE IN NEGATIVE ACTIVITIES WHICH BLATANTLY BREAK RULES AND LAWS, THEREBY CAUSING NEGATIVE CONSEQUENCES FOR ALL CONCERNED. MANY STUDENTS APPEAR TO BE TORN BETWEEN THE FEAR OF NOT OBEYING AUTHORITY FIGURES WHO ENFORCE RULES AND LAWS THEY DON'T UNDERSTAND OR DON'T FULLY SUPPORT, AND PRESSURE FROM GROUPS WHO OPENLY THREATEN PUNISHMENT OR BANISHMENT FROM THEIR RANKS IF NEGATIVE BEHAVIOUR IS NOT SUPPORTED AND FOLLOWED.

THIS UNIT IS DESIGNED TO BE IMPLEMENTED WITHIN A "SAFE" DEMOCRATIC CLASSROOM SETTING IN WHICH STUDENTS OPENLY DIALOGUE ABOUT CONFLICTS THEY HAVE CONCERNING RULES AND LAWS. IN SO DOING, IT IS HOPED THAT STUDENTS WILL BEGIN TO DEVELOP AN APPRECIATION AND RESPECT FOR THE POSITIVE ASPECTS OF RULES AND LAWS.

CONTEXT:

THIS UNIT IS DESIGNED FOR ALTERNATIVE PROGRAMS AT A GRADE LEVEL OF APPROXIMATELY GRADE 4-6. IT WOULD BE MOST APPROPRIATELY USED AS PART OF CAREER AND LIFE MANAGEMENT. IT USES THE LANGUAGE DEVELOPMENT APPROACH. THE NORTHWEST TERRITORIES DEPARTMENT OF EDUCATION ADVOCATES USE OF THE LANGUAGE DEVELOPMENT APPROACH WITH ALL PROGRAMS. IN ORDER FOR STUDENTS TO UNDERSTAND AND COMMUNICATE ABOUT THE TOPICS THEY ARE STUDYING, THEY MUST HAVE INTERNALIZED THE VOCABULARY AND SENTENCE PATTERNS RELATED TO EACH CONCEPT. SUCCESS WITH THE PROGRAM MAY NOT BE POSSIBLE FOR MANY STUDENTS WITHOUT THIS ATTENTION TO LANGUAGE. THE TEACHER CONDUCTING THIS UNIT MUST MAKE THE FINAL DECISION ABOUT WHICH VOCABULARY AND SENTENCE PATTERNS ARE MOST RELEVANT FOR HIS/HER STUDENTS AND ADJUST EACH LESSON APPROPRIATELY.

THE LANGUAGE DEVELOPMENT APPROACH

THE LANGUAGE DEVELOPMENT APPROACH IS A SET OF PRINCIPLES ABOUT LANGUAGE TEACHING AND A LESSON FRAMEWORK WHICH COMBINES THE TEACHING OF CONCEPTS WITH THE LANGUAGE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THE CONCEPTS.

THE PRINCIPLES

1. STUDENTS NEED TO HAVE THEIR EXPERIENCES, SKILLS, KNOWLEDGE, AND PARTICULARLY, THE LANGUAGE THEY BRING TO SCHOOL IDENTIFIED AND USED AS THE BASIS FOR THE SCHOOL LANGUAGE PROGRAM.

2. STUDENTS NEED TO LEARN TO ARTICULATE FOR THEMSELVES AND TO COMMUNICATE THEIR THOUGHTS, FEELINGS, NEEDS, OPINIONS, AND INTENTIONS FOR A VARIETY OF PURPOSES IN MANY DIFFERENT COMMUNICATION CONTEXTS. THEY NEED TO BE ABLE TO UNDERSTAND, LEARN FROM AND RESPOND TO THE COMMUNICATION OF OTHERS.

3. ESL/ESD STUDENTS NEED TO SPEND MORE TIME LEARNING TO SPEAK ENGLISH THAN THEY DO LEARNING ABOUT ENGLISH.

4. STUDENTS NEED TO LEARN LANGUAGE, BUT THEY ALSO USE LANGUAGE TO LEARN.

5. STUDENTS NEED TO LEARN LANGUAGE THAT IS MEANINGFUL.

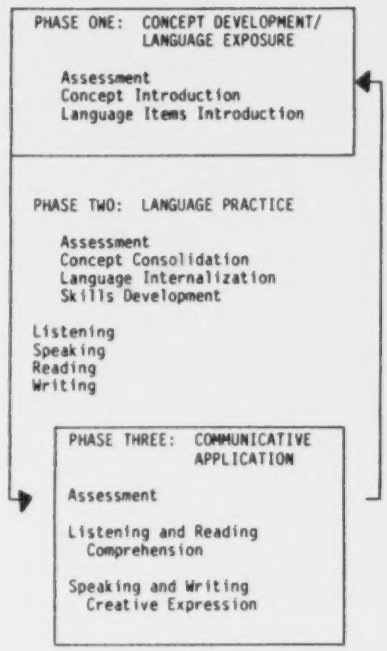
6. STUDENTS NEED TO LEARN TO DEVELOP THEIR THINKING SKILLS AND TO ENGAGE IN MORE ABSTRACT LEVELS OF THOUGHT AS THEY MATURE.

7. STUDENTS NEED TO PARTICIPATE IN LANGUAGE ACTIVITIES THAT INTEGRATE THE LANGUAGE STRANDS OF LISTENING, SPEAKING, READING, AND WRITING.

8. STUDENTS NEED TO LEARN "REAL" LANGUAGE AND HOW TO USE IT IN THE NATURAL SITUATIONS IN WHICH IT IS REQUIRED.

LANGUAGE DEVELOPMENT APPROACH (CONT'D)

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



THE FRAMEWORK

THE LANGUAGE DEVELOPMENT APPROACH USES THIS FRAMEWORK TO STRUCTURE LESSONS COMBINING LANGUAGE LEARNING AND CONCEPTUAL DEVELOPMENT FOR ALL SUBJECT AREAS OR FOR ANY TOPICS OF PERSONAL OR CULTURAL RELEVANCE AND INTEREST. THE FRAMEWORK CONSISTS OF THREE PHASES:

1. CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE

2. LANGUAGE PRACTICE

3. COMMUNICATIVE APPLICATION

INTELLECTUAL SKILLS

Perceiving
Retrieving
Recalling
Matching
Sequencing
Classifying
Comparing/Contrasting
Generalizing
Inferring
Predicting
Interpreting
Hypothesizing
Imagining
Applying
Analyzing
Synthesizing
Evaluating

THE PURPOSE OF EACH PHASE IS TO:

PHASE ONE: CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE (CD/LE)

-TEACH NEW CONCEPTS THROUGH MEANINGFUL DIRECT/INDIRECT EXPERIENCES
-EXPOSE STUDENTS TO LANGUAGE ITEMS USED TO EXPRESS CONCEPTS IN THE APPROPRIATE CONTEXT

PHASE TWO: LANGUAGE PRACTICE (LP)

-REINFORCE LANGUAGE ITEMS SO THAT STUDENTS INTERNALIZE THEM
-DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS

PHASE THREE: COMMUNICATIVE APPLICATION (APP)

-PROVIDE OPPORTUNITIES FOR STUDENTS TO SHOW THEY UNDERSTAND THE CONCEPTS AND CAN USE LANGUAGE ITEMS
-ASSESS LEARNING WHICH HAS TAKEN PLACE

DURING EACH PHASE STUDENTS ALSO DEVELOP AND USE THE BASIC THINKING SKILLS.

THE FRAMEWORK IS INTENDED TO BE FLEXIBLE AND SHOULD BE ADAPTED TO EACH TOPIC AND GROUP OF STUDENTS. FOR EXAMPLE, IN THE LESSONS IN THIS UNIT CD/LE AND LP PHASES HAVE BEEN COMBINED.

BEFORE TEACHING THIS UNIT

READ THE TEACHER'S GUIDE AND STUDENT NOTEBOOK THOROUGHLY, MAKING SURE YOU UNDERSTAND THE OBJECTIVES OF EACH LESSON AND THE MANNER IN WHICH THE OBJECTIVES ARE CARRIED OUT, APPLIED AND EVALUATED.

DETERMINE WHETHER THE ACTIVITIES SUGGESTED ARE FEASIBLE FOR YOUR STUDENTS. IF SOME ARE NOT, CREATE ALTERNATE ACTIVITIES MAKING SURE THEY FULFILL THE LESSON OBJECTIVES. MAKE PROVISIONS FOR THE APPLICATION AND EVALUATION OF LEARNED CONCEPTS.

NOTE: IN MANY CASES, THE APPLICATION ACTIVITIES FURTHER TEST LEARNED CONCEPTS.

SINCE A UNIT ON RULES AND LAWS IS A FOUR TO FIVE WEEK EXPERIENCE, LIMITED RESULTS IN CHANGING STUDENT BEHAVIOUR CAN BE EXPECTED. THEREFORE, YOU SHOULD PLAN ONGOING EXPERIENCES FOR YOUR STUDENTS SO THAT THEY MAY CONTINUALLY PUT INTO PRACTICE LEARNED CONCEPTS BOTH INSIDE AND OUTSIDE YOUR CLASSROOM. (IE. HAVE STUDENTS CREATE A SET OF RULES FOR A CLASS, OR RULES FOR HANDING IN ASSIGNMENTS, OR EXAMINE RULES OF CONDUCT FOR ATTENDING VARIOUS PUBLIC FUNCTIONS.) AS WELL, WHEN SITUATIONS OCCUR IN WHICH LEARNED CONCEPTS ARE NOT BEING APPLIED YOU SHOULD SEIZE THE OPPORTUNITY TO REINFORCE THE POSITIVE ATTITUDES PROMOTED IN THIS UNIT.

IF POSSIBLE, WORK WITH OTHER COP/SPP TEACHERS IN ORDER TO:

- -ACQUIRE MORE INFORMATION ABOUT RULES AND LAWS, PARTICULARLY LAWS WHICH WOULD MOST LIKELY AFFECT THE LIVES OF THE STUDENTS.
- -ASSESS THE STRENGTHS AND WEAKNESSES OF THE RULES AND LAWS UNIT AND HOW WELL YOU THINK THE UNIT WILL MEET THE NEEDS OF YOUR STUDENTS.
- -DEVELOP A SHORT TERM AND A LONG RANGE PLAN FOR THE USE OF THE UNIT, ANTICIPATING POSSIBLE AND NEEDED STEPS, RESOURCES, AND EVENTS DESIGNED TO BEST MEET STUDENT NEEDS.
- -SHARE THE RESPONSIBILITY FOR GATHERING RESOURCES (I.E., ORDERING KITS, FILMS, BRINGING IN GUEST SPEAKERS, ETC.)
- -CARRY OUT PLANNED ACTIVITIES. SOMETIMES ONGOING COLLABORATION WITH OTHERS IS NECESSARY IN ORDER TO MAKE ADAPTATIONS WHICH WILL BEST MEET STUDENT NEEDS.

BEFORE TEACHING THIS UNIT (CONT'D)

PREPARE A PRE-TEST TO BE USED PRIOR TO TEACHING THE UNIT TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-NEED FOR THE UNIT (KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS ALREADY HAVE.)

-PARTICULAR NEEDS OF STUDENTS

-WHAT LANGUAGE ITEMS STUDENTS ALREADY HAVE/NEED RELATED TO THE TOPIC

-ACTIVITIES BEST SUITED TO ACCOMPLISHING AIMS AND OBJECTIVES OF THE UNIT BASED ON STUDENTS' NEEDS.

-RESOURCES REQUIRED FOR IMPLEMENTING THE UNIT SUCCESSFULLY.

PREPARE A POST-TEST TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-WHETHER AIMS AND OBJECTIVES HAVE BEEN MET.

-WHETHER STUDENTS' NEEDS HAVE BEEN MET.

-WHETHER THE STUDENTS UNDERSTAND AND CAN USE THE LANGUAGE DEVELOPED.

-WHETHER ACTIVITIES SELECTED WERE ADEQUATE.

-STUDENTS' FEELINGS REGARDING SUCCESS OF THE UNIT AS IT RELATES TO:
a) ACTIVITIES USED.
b) TRANSFERENCE OF LEARNED CONCEPTS.

-THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

-THE ROLE THE TEACHER AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

WHERE POSSIBLE, PLAN TO HAVE REPRESENTATIVES OF THE RCMP, LAWYERS AND ELDERS IN AS GUEST SPEAKERS.

GUIDELINES FOR EVALUATION

THE FOLLOWING ARE SOME QUESTIONS THAT YOU MIGHT ASK REGARDING THE OSBERVATION OF YOUR STUDENTS FOR THE PURPOSE OF EVALUATION.

1) **KNOWLEDGE**

IS THE STUDENT DEVELOPING AN UNDERSTANDING OF THE FOLLOWING?

-A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT.
-IT IS USUALLY IMPORTANT TO FOLLOW RULES.
-SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE.
-A LAW IS A SPECIAL TYPE OF RULE.
-MANY LAWS PLAY A PART IN OUR LIVES.
-LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY.
-ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS.

2) **LANGUAGE SKILLS**

IS THE STUDENT:

-DEVELOPING AN UNDERSTANDING OF THE LANGUAGE USED IN THIS UNIT?
-USING THE LANGUAGE?

3) **PROBLEM SOLVING**

IS THE STUDENT ABLE TO:

-COMPREHEND THE NATURE OF THE PROBLEM?

-ASK QUESTIONS THAT GUIDE FURTHER INVESTIGATION?

-GENERATE A RANGE OF REASONABLE ALTERNATIVES TO SOLVE THE PROBLEM?

-GATHER INFORMATION ON EACH OF THE GENERATED ALTERNATIVES?

-DETERMINE WHICH ALTERNATIVE IS THE BEST FOR SOLVING THE PROBLEM BASED ON THE AVAILABLE INFORMATION?

-TEST THE VALIDITY OF THE ALTERNATIVE IN RELATIONSHIP TO:
a) ANSWERING THE ORIGINAL QUESTION WHICH IDENTIFIED THE PROBLEM?
b) IMPLEMENTING THE ALTERNATIVE SUCCESSFULLY?

GUIDELINES FOR EVALUATION(CONT'D)

4) **SOCIAL SKILLS**

IS THE STUDENT DEVELOPING CONFIDENCE AND A FEELING OF SELF-WORTH?

-IS HE/SHE ABLE TO ADAPT TO NEW SITUATIONS?

-IS HE/SHE WILLING TO TAKE RISKS, TO TRY NEW THINGS?

-DOES HE/SHE SHOW AN INTEREST IN LEARNING?

-DOES HE/SHE SHOW SATISFACTION WITH LEARNING?

-DOES HE/SHE SHOW AWARENESS OF/AND ACCEPTANCE OF HIS/HER OWN STRENGTHS AND WEAKNESSESS?

-HOW DOES HE/SHE RESPOND TO LIMITS AND RULES?

-HOW DOES HE/SHE RESPOND TO PRESSURES FROM PEERS?

DOES THE STUDENT WORK WELL INDEPENDENTLY?

-HOW WOULD YOU DESCRIBE HER/HIS WORKING STYLE?
E.G., THOROUGH, SUPERFICIAL, QUICK, SLOW, INDUSTRIOUS, RESPONSIBLE, DILIGENT,.....?

-HOW LONG DOES SHE/HE WORK AT A TASK?

-IS SHE/HE ABLE TO CHANGE EASILY FROM ONE TASK TO ANOTHER?

-ARE PLANS MADE, STARTED, LEFT UNFINISHED, CHANGED, COMPLETED?

-HOW ARE PLANS DESCRIBED?

DOES THE STUDENT RESPECT THE RIGHTS, FEELINGS AND PROPERTY OF OTHERS?

-HOW WELL DOES HE/SHE SHARE WITH OTHERS?
E.G., SHARES WITH DIFFICULTY, WITH ASSISTANCE, WILLINGLY,....?

-IS HE/SHE BECOMING TOLERANT OF OTHERS?

-DOES HE/SHE ACCEPT INDIVIDUAL DIFFERENCES?

-IS HE/SHE DEVELOPING A SENSE OF FAIRNESS OR JUSTICE?

-IS HE/SHE BEGINNING TO DEVELOP A CONCERN FOR "SOCIAL REFORM"?
E.G., PROBLEMS OF DISABLED.

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS** (CONT'D)

DOES THE STUDENT MAKE REASONABLE AND APPROPRIATE DECISIONS?

-IS SHE/HE ABLE TO MAKE CHOICES/DECISIONS WHICH ARE REASONABLE AND/OR MORAL (I.E. REFLECT RESPECT FOR SELF AND OTHERS)?

-HOW MUCH ASSISTANCE IS REQUIRED?

-CAN SHE/HE STATE REASONS FOR CHOICES OR DECISIONS?

-CAN SHE/HE EXPLAIN HER/HIS ATTEMPTS TO MAKE DECISIONS?

-HOW DOES SHE/HE DESCRIBE, EVALUATE, AND SHARE HER/HIS DECISION-MAKING "PROCEDURES" OR HER/HIS DECISIONS?

-DOES SHE/HE ASSUME RESPONSIBLILTY FOR HER/HIS DECISIONS?

-HOW DOES SHE/HE REACT TO CONFLICT?
E.G.,WITHDRAWS, HAS A TANTRUM, BECOMES AGGRESSIVE, REMAINS PASSIVE,....?

-DOES SHE/HE QUARREL WITH ACTIONS AND WORDS -TEASE, DESTROY, TATTLE,...?

-HOW DOES SHE/HE "DEAL WITH " PROBLEMS?
E.G., BECOMES FRUSTRATED, PERSEVERES, SEEKS HELP,....?

DOES THE STUDENT WORK WELL WITH OTHERS?

-DOES SHE/HE PREFER TO BE ALONE? WITH AN ADULT? WITH A PEER? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE PREFER TO WORK INDEPENDENTLY? WITH SMALL/LARGE GROUP?

-DOES SHE/HE SHOW LEADERSHIP ABILITY WITHIN A GROUP? DOES SHE/HE PREFER TO FOLLOW? DOES SHE/HE PREFER TO WATCH?

-DOES SHE/HE TAKE RESPONSIBILITY FOR GROUP ACTIVITIES?

-IS SHE/HE ABLE TO PLAN WITH A GROUP?

-HOW DOES A GROUP AFFECT HER/HIS PARTICIPATION?

-HOW DOES SHE/HE "DEAL WITH" GROUP PROBLEMS?

5) **AFFECT**

IS THE STUDENT DEVELOPING THE FOLLOWING:

-AN APPRECIATION FOR THE POSITIVE ASPECTS OF RULES?

-AN APPRECIATION FOR THE POSITIVE ASPECTS OF LAWS?

UNIT EVALUATION CHECKLIST

REMOVE THIS CHECKLIST FROM THE TEACHER'S GUIDE AND USE IT TO PREPARE A THERMOFAX DITTO. RUN OFF A CLASS SET.

USE ONE SHEET FOR THE CLASS AS A WHOLE AND ONE SHEET FOR EACH STUDENT. ARRANGE THESE IN ALPHABETICAL ORDER OR BY SEATING PLAN.

AS THE UNIT PROGRESSES A PROFILE SHOULD EMERGE OF STRENGTHS AND WEAKNESSES OF BOTH THE CLASS AND INDIVIDUAL MEMBERS. THIS SHOULD ASSIST IN PLANNING REINFORCEMENT ACTIVITIES OR IMPLEMENTING LATER LESSONS.

MARK ACCORDINGLY:

EFFORT - YES = POSITIVE EFFORT SHOWN

NO = NEGATIVE EFFORT SHOWN

ACHIEVEMENT - 1 = OUTSTANDING

2 = SATISFACTORY

3 = NEEDS IMPROVEMENT

UNIT EVALUATION CHECKLIST FOR:				
LESSON	MAIN CONCEPT	OBJECTIVES	EFFORT	ACHIEVE-MENT
1	A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THE NECESSITY OF RULES		
		-IS DEVELOPING AN APPRECIATION FOR THE POSITIVE ASPECTS OF RULES		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
2	IT IS USUALLY IMPORTANT TO FOLLOW RULES	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-IS ABLE TO DELINEATE CONSEQUENCES OF BREAKING RULES		
		-IS DEVELOPING AN APPRECIATION FOR THE POSITIVE NATURE OF RULES		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
3	SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-IS ABLE TO GIVE REASONS WHY IT MAY BE NECESSARY TO BREAK RULES IN GIVEN SITUATION		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
4	A LAW IS A SPECIAL TYPE OF RULE	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-UNDERSTANDS DIFFERENCE BETWEEN LAWS AND RULES		
		-IS DEVELOPING AN AWARENESS OF THE THREE LEVELS OF GOVERNMENT		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
5	MANY LAWS PLAY A PART IN OUR LIVES	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-UNDERSTANDS WHAT A LAW MAKER IS		
		-UNDERSTANDS WHAT A LAW ENFORCER IS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
6	LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-IS DEVELOPING AN AWARENESS OF THE MANY DIFFERENT TYPES OF LAWS		
		-IS DEVELOPING AN APPRECIATION FOR THE POSITIVE ASPECTS OF LAWS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
7	ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS	-UNDERSTANDS MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THAT TRADITIONALLY SMALL TRIBES OR GROUPS OF PEOPLE HAD/HAVE RULES OF CONDUCT		
		-UNDERSTANDS THAT LAWS AND RULES OF CONDUCT CAN BE BOTH SIMILAR AND DIFFERENT		
		-UNDERSTANDS HOW TRADITIONAL RULES ARE MADE, FOLLOWED AND CHANGED		
		-UNDERSTANDS THAT LAWS AND RULES OF CONDUCT ARE NECESSARY		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

POINTS TO CONSIDER

BRAINSTORMING

BRAINSTORMING IS USED FREQUENTLY THROUGHOUT THIS UNIT. CONSEQUENTLY, STUDENTS SHOULD LEARN BRAINSTORMING TECHNIQUES BEFORE STARTING THE UNIT. RULES OF BRAINSTORMING, PAGE 12, MIGHT BE DUPLICATED FOR EACH STUDENT. AS WELL, THE FOLLOWING PRELIMINARY ACTIVITIES MIGHT ENHANCE STUDENT USAGE OF BRAINSTORMING TECHNIQUES BOTH IN WHOLE CLASS AND SMALL GROUP ACTIVITIES.

1) SET THE STAGE

HAVE EACH STUDENT INDIVIDUALLY LIST AS MANY GIRLS' NAMES AS POSSIBLE. THEN COUNT THE TOTAL NUMBER LISTED BY EACH STUDENT. THIS IS INTENDED TO DEMONSTRATE THE EFFECTIVENESS OF BRAINSTORMING IN GENERATING A LARGE NUMBER OF RESPONSES.

2) BRAINSTORM

TEACH THE RULES OF BRAINSTORMING TO THE WHOLE CLASS. CONDUCT A FIVE MINUTE BRAINSTORMING SESSION TO LIST AS MANY BOYS' NAMES AS POSSIBLE. IT MAY BE USEFUL TO USE MORE THAN ONE RECORDER. COUNT THE NUMBER OF NAMES. COMPARE WITH THE LIST OF GIRLS' NAMES GENERATED BY INDIVIDUALS.

3) PRACTICE

GIVE STUDENTS THE FOLLOWING SMALL GROUP BRAINSTORMING EXERCISE. HAVE THEM LIST AS MANY MUSICAL GROUPS AND PERFORMERS AS POSSIBLE WITHIN A SPECIFIED TIME PERIOD. EMPHASIZE THE NON-EVALUATIVE NATURE OF THE ACTIVITY.

4) EVALUATE IDEAS

GIVE THE STUDENTS PRACTICE USING THE RESULTS OF THE ABOVE BRAINSTORMING SESSION TO:
a) CHOOSE THE THREE BEST GROUPS AND/OR MUSICIANS.
b) CHOOSE THREE WHICH YOUR MOTHER (FATHER) WOULD LIKE.
c) CLASSIFY THE LIST UNDER HEADINGS: CANADIAN, AMERICAN, BRITISH AND OTHERS.
d) RANK ORDER THE CANADIAN GROUPS/PERFORMERS FROM BEST TO WORST.

RULES OF BRAINSTORMING

1) THERE SHOULD BE NO EVALUATION OF IDEAS UNTIL AFTER THE BRAINSTORMING SESSION.

2. QUANTITY IS MORE IMPORTANT THAN QUALITY. LIST AS MANY IDEAS AS POSSIBLE IN A GIVEN LENGTH OF TIME.

3. EXPAND ON THE IDEAS OF OTHERS. IF SOMEONE ELSE'S IDEA PROMPTS ANOTHER IN YOUR MIND, SHARE IT.

4. ZANY IDEAS ARE WELCOME. THEY ENCOURAGE CREATIVITY.

5. RECORD ALL IDEAS.

ARRANGING FOR SPEAKERS

WHEN ARRANGING FOR SPEAKERS, KEEP THE FOLLOWING IN MIND:

-ARRANGEMENTS SHOULD BE MADE AT LEAST THREE WEEKS IN ADVANCE AND CONFIRMED WITH THE RESOURCE PERSON A FEW DAYS BEFORE THE DATE.

-THE TEACHER SHOULD CAREFULLY THINK THROUGH THE CONTRIBUTION THE SPEAKER IS TO MAKE. WILL THIS BE AN INTRODUCTION TO A TOPIC, OR A REVIEW?

-THE RESOURCE PERSON SHOULD BE AWARE OF THE TEACHER'S SPECIFIC EXPECTATIONS. LET THE RESOURCE PERSON SEE THE TEACHER'S GUIDE AND/OR STUDENT NOTEBOOK IF HE/SHE DESIRES.

-THE SPEAKER SHOULD ALSO KNOW THE TIME AVAILABLE; THE NUMBER, AGE AND LEVEL OF THE STUDENTS; AND WHAT THE CLASS WILL HAVE COVERED BY THE DATE OF THE ENGAGEMENT.

-THE SUCCESS OF A PRESENTATION CAN BE IMPROVED IF THE SPEAKER IS GIVEN SUGGESTIONS FOR THE TYPE OF PRESENTATION, OR GIVEN MATERIAL PREPARED BY THE TEACHER.

-THE SPEAKER SHOULD BE AWARE OF THE ACADEMIC LEVEL OF STUDENTS, AND THE LANGUAGE THEY HAVE LEARNED SO THAT SHE/HE DOES NOT PRESENT TOO MUCH INFORMATION USING LANGUAGE WHICH IS BEYOND THE STUDENTS. THE TEACHER COULD GO SO FAR AS TO HAVE THE SPEAKER MAKE A BRIEF DRY RUN PRESENTATION TO HIM/HER. IF THE TEACHER FEELS THE PRESENTATION-TO-BE IS TOO DIFFICULT SHE/HE CAN SUGGEST MORE APPROPRIATE LANGUAGE, PACING, ETC. AND THUS AVOID A "BORING" PRESENTATION.

-THE CLASS SHOULD BE GIVEN SOME BASIC INFORMATION ABOUT THE SPEAKER IN ADVANCE.

-THE TEACHER SHOULD GUIDE THE STUDENTS IN PREPARATION OF QUESTIONS BEFORE THE ARRIVAL OF THE SPEAKER. SOME OF THESE QUESTIONS COULD BE SENT TO THE RESOURCE PERSON IN ADVANCE.

-A FEW QUESTIONS COULD BE "PLANTED" WITH A STUDENT TO PREVENT THE QUESTION PERIOD FROM LAGGING.

-ANY A.V. EQUIPMENT OR HAND-OUTS THE SPEAKER MIGHT REQUIRE SHOULD BE READY.

-A FOLLOW-UP TELEPHONE CALL TO THE SPEAKER FROM THE TEACHER GIVES THE SPEAKER AN OPPORTUNITY TO DISCUSS THE EVENT'S SUCCESS AND TO GIVE SUGGESTIONS FOR FUTURE VISITS. THE TEACHER, OF COURSE, GAINS THE OPPORTUNITY TO CONSOLIDATE A GOOD WORKING RELATIONSHIP BY GIVING THE SPEAKER SPECIFIC POSITIVE FEEDBACK AND A GENERAL POLITE THANK YOU. TO SPEAKERS, STUDENT "THANK YOUS" ARE ALWAYS WELCOME, OFTEN AMUSING, AND SOMETIMES AN OBJECT OF GREAT PRIDE.

KEEP IN MIND THAT EVERY SPEAKER IN THE CLASS MAY BRING YOU IDEAS, NEW STRATEGIES AND MORE CONTACTS WITH OTHER INTERESTED RESOURCE PERSONS. KEEP A CONTACT FILE: YOU ARE BUILDING YOUR OWN NETWORK.

CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT

IN ORDER FOR THIS UNIT TO BE EFFECTIVE IN THE CLASSROOM, IT IS ESSENTIAL THAT LEARNERS HAVE A WILLINGNESS TO SHARE FEELINGS, IDEAS AND BELIEFS WITH BOTH CLASSMATES AND TEACHER.

THE CLASSROOM MUST THUS BECOME:

-A CENTRE OF HONEST INQUIRY INTO REAL PROBLEMS.

-A PLACE WHERE LEARNERS FEEL SAFE IN EXPRESSING THEIR VALUES.

TO BUILD A "SAFE" ATMOSPHERE, THE TEACHER MUST:

-OFFER WARM SUPPORT TO ALL STUDENTS.

-EXHIBIT A GENUINE CONCERN FOR ALL STUDENTS.

AND

-ATTEMPT TO UNDERSTAND LEARNERS' POSITIONS ON THE CONCEPTS OF RULES AND LAWS AND INCORPORATE THEM INTO DECISIONS THAT ARE MADE, THEREBY ALLOWING TEACHER-LEARNER TRUST TO DEVELOP.

ALSO, THE LEARNER MUST BECOME AWARE:

-THAT THE TEACHER'S OPINION CONCERNING A VALUE JUDGEMENT IS VALID ONLY AS AN INDIVIDUAL'S OPINION.

-THAT IN ANY DISCUSSION, EACH INDIVIDUAL HAS THE RIGHT TO "PASS" - TO REFUSE TO SPEAK IF HE/SHE FEELS THAT THE EXPRESSION OF A THOUGHT WOULD BE TOO PAINFUL.

-THAT NEGATIVE STATEMENTS (PUT DOWNS) ARE *NOT ALLOWED* IN THE CLASSROOM.

-THAT ONE INDIVIDUAL MAY NOT ALWAYS AGREE WITH ANOTHER ON A SPECIFIC ISSUE BUT THAT THIS CONFLICT SHOULD NOT BE TAKEN PERSONALLY.

-THAT THERE ARE FEW ABSOLUTELY RIGHT OR WRONG ANSWERS, BUT THAT SOME ANSWERS MIGHT BE BETTER THAN OTHERS.

TIMELINE FOR IMPLEMENTATION

IT IS ESTIMATED THAT THE MINIMUM TIME REQUIRED FOR COMPLETION OF THIS UNIT IS 7 HOURS AND 25 MINUTES OF INSTRUCTION TIME. WHERE POSSIBLE, THIS UNIT SHOULD BE IMPLEMENTED ON A DAILY BASIS. HOWEVER, IF DAILY USAGE IS PROHIBITIVE, REINFORCEMENT OF PREVIOUSLY LEARNED CONCEPTS SHOULD BE STRESSED WHENEVER A NEW LESSON IS INTRODUCED. IF YOU FIND CONCEPTS ARE TOO DIFFICULT OR INTEREST IS WANING, YOU MAY WISH TO STOP IMPLEMENTATION OF THE UNIT AFTER LESSON THREE, AND EITHER WAIT FOR SEVERAL WEEKS BEFORE TEACHING LESSON FOUR OR LEAVE THE UNIT UNTIL THERE IS A MORE FAVOURABLE TIME IN WHICH UNIT OBJECTIVES MIGHT MORE READILY MEET STUDENT NEEDS.

UNIT TIMETABLE

LESSON #	TOTAL APPROXIMATE TIME REQUIRED*
1	75 MINUTES
2	60 MINUTES
3	40 MINUTES
4	65 MINUTES
5	55 MINUTES
6	50 MINUTES
7	95 MINUTES

* THIS TOTAL APPROXIMATE TIME DOES NOT INCLUDE THE APPLICATION ACTIVITIES, THE EVALUATION ACTIVITIES OR THE CONSOLIDATION AND REVIEW ACTIVITIES.

LIST OF RESOURCES FOR THIS UNIT - BOOKS, VIDEOS, FILMSTRIPS, ETC.

LESSON 2

SHOPPING AT THE NORTHWOOD MALL AND OTHER NORTHERN DELIGHTS - SHORT STORIES

COOPERATIVE SPORTS AND GAMES BOOK BY TERRY ORLICK, PERMA BOUND, BOX 517,STN. A
WILLOWDALE, ONT., M2N 5T1

LESSON 3

RULES FOR TEACHERS, 1872 , PAGE 3-31 IN THE TEACHER'S GUIDE

1928 LIST OF "DISORDERS IN SCHOOL" - FROM THE BEGINNING TEACHER BY MOHN C. ALMACK AND ALBERT R. LANG, HOUGHTON MIFFLIN COMPLANY, CAMRIDGE, MASS. 1928, PAGE 3-31 IN THE TEACHER'S GUIDE

LESSON 4

FILMSTRIP, WHY WE HAVE LAWS (SHIVER, GOBBLE AND SNORE) FROM KIT "BASIC CONCEPTS IN SOCIAL STUDIES", LEARNING CORPORATION OF AMERICA**

WALL MAPS OR TRANSPARENCIES SHOWING CANADA WITH OTTAWA, THE NWT WITH YELLOWKNIFE, AND YOUR COMMUNITY

PICTURES OF THE CANADIAN PARLIAMENT BUILDINGS, LEGISLATIVE BUILDINGS IN YELLOWKNIFE, NWT

BOOK - LORD OF THE FLIES BY WILLIAM GOLDING, FABER AND FABER LTD.

LESSON 5

TRANSPARENCY OF QUESTION 2, PAGE 12, STUDENT NOTEBOOK - LESSON #5

LESSON 6

LOCAL NEWSPAPER

LESSON 7

ELDERS, PARENTS OF COMMUNITY

**AVAILABLE AT THE KEEWATIN RESOURCE CENTRE, MAY NOT BE AVAILABLE TO OTHER REGIONS

LESSON 1 A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT
- -UNDERSTAND THAT IN MANY SITUATIONS RULES ARE NECESSARY
- -BEGIN TO DEVELOP AN APPRECIATION FOR THE POSTIVE ASPECTS OF RULES
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

RULE(S)	GUIDE OF CONDUCT	CHAOS
SIMILARITIES	DIFFERENCES	SITUATION(S)
ENFORCES		

ENGLISH SENTENCE PATTERNS

WHAT IS A RULE?
A RULE IS _____.

WHEN DO WE NEED RULES?
WE NEED RULES WHEN _____.

WHAT RULE(S) DO WE NEED FOR _____?
WE NEED A RULE ABOUT _____ FOR _____.

WHO MAKES/ENFORCES RULES?
_____ MAKES/ENFORCES RULES.

WHAT MIGHT HAPPEN IN A SITUATION IF THESE WERE THE RULES?
IF THOSE WERE THE RULES FOR _____ THEN _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #1

CRUMPLED PAPER

WASTE PAPER BASKET

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. PLAY ONE OF THE FOLLOWING GAMES WITH STUDENTS TO DEMONSTRATE THE NEED FOR RULES.

a) TELL THE STUDENTS THAT YOU CAN THROW CRUMPLED PAPER INTO A WASTE PAPER BASKET FOUR TIMES IN A ROW AND YOU WONDER IF THEY CAN DO IT. STAND 10 M AWAY WHEN YOU ARE SAYING THIS. ALLOW THE STUDENTS TO TRY FROM WHERE YOU WERE STANDING. ONCE STUDENTS HAVE BEEN SUCCESSFUL OR UNSUCCESSFUL, DEMONSTRATE YOUR PERFECTION BY WALKING OVER TO THE WASTE PAPER BASKET AND DROPPING IN FOUR PIECES OF CRUMPLED PAPER. LEAD A CLASS DISCUSSION CONCERNING THE NEED FOR RULES.

OR

b) TELL THE STUDENTS THAT YOU CAN BALANCE A PEN ON THE END OF YOUR THUMB FOR 30 SECONDS AND WONDER IF THEY CAN. ALLOW THE STUDENTS TO TRY. THEN HOLD THE PEN HORIZONTALLY BALANCED BETWEEN YOUR THUMB AND YOUR FINGER FOR 30 SECONDS. LEAD A CLASS DISCUSSION CONCERNING THE NEED FOR RULES.

NOTE: LIMITED TIME SHOULD BE SPENT ON ANY OF THE ABOVE ACTIVITIES FOR WHILE THEY MAY BE BOTH ENJOYABLE AND FRUSTRATING FOR STUDENTS TO PLAY, THE REAL INTENT OF THE ACTIVITIES IS TO POINT OUT THAT RULES ARE NECESSARY AND IT IS IMPORTANT THAT EVERYONE IS AWARE OF THE RULES IN ORDER FOR PEOPLE TO FEEL GOOD ABOUT THEMSELVES, HAVE A SENSE OF WELL-BEING, GET ALONG WELL WITH OTHERS, AND BE SUCCESSFUL IN WHAT THEY ARE DOING.

2.

a) USING THE SENTENCE PATTERN, HAVE THE STUDENTS DISCUSS THE QUESTION:

WHEN DO WE NEED RULES? WE NEED RULES WHEN _____.

PUT THE DIFFERENT RESPONSES ON CHART PAPER AND HAVE THE STUDENTS CHANT THE SENTENCE PATTERNS AFTER EACH RESPONSE. KEEP FOR PERMANENT DISPLAY.

b) HAVE THE STUDENTS PUT THE SENTENCE PATTERNS ON SENTENCE STRIPS. PUT THE QUESTION AND THE ANSWER TO EACH QUESTION ON SEPARATE STRIPS. PASS THE STRIPS OUT TO THE STUDENTS IN ANY ORDER. EACH STUDENT WITH A QUESTION TAKES A TURN READING IT, GIVING THE STUDENT WITH THE APPROPRIATE ANSWER TIME TO READ HIS/HER STRIP. OTHER STUDENTS LISTEN TO MAKE SURE THE QUESTION AND ANSWER MATCH. THEY CAN ORALLY CORRECT ANY MISTAKES.

c) HAVE THE STUDENTS COMPLETE QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY AND SHARE THEIR ANSWERS WITH THE GROUP.

3.

a) CONDUCT A CLASS ACTIVITY WHERE THE TEACHER MODELS THE SENTENCE PATTERN WITH THE STUDENTS RESPONDING.

E.G., WHAT RULE(S) DO WE NEED FOR _____?

WE NEED A RULE ABOUT _____FOR _____.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.a) (CONT'D)

SINCE MOST GROUPS WILL EXPRESS RULES IN NEGATIVE TERMS, FOLLOW-UP DISCUSSION SHOULD ENCOURAGE STUDENTS TO BEGIN TO EXPRESS RULES IN POSITIVE TERMS.

FOR EXAMPLE:

NEGATIVE	POSITIVE
DON'T RUN	WALK
DON'T FIGHT AT THE DANCE	HAVE FUN WITHOUT HURTING ANYONE
DON'T SMOKE IN SCHOOL	SMOKING MAY BE ALLOWED OUTSIDE OF SCHOOL

b) HAVE THE TEACHER MODEL FOR THE STUDENTS FIVE TO TEN PAIRS OF QUESTIONS AND ANSWERS LIKE THE FOLLOWING. STUDENTS LISTEN FOR THE TEACHER'S DELIBERATE ERRORS AND CORRECT THEM ORALLY.

EG., TEACHER - WHAT RULE(S) DO WE NEED AT A BINGO?
TEACHER- WE NEED A RULE ABOUT HUNTING AT A BINGO.
STUDENT - WE NEED A RULE ABOUT SMOKING AT A BINGO.

c) DISCUSS THE DIFFERENT SITUATIONS MENTIONED IN QUESTION 1 OF THE STUDENT NOTEBOOK BY ASKING THE QUESTIONS:

E.G., WHO MAKES THESE RULES? *AND* WHO ENFORCES THESE RULES?
_____ MAKES THESE RULES. _____ ENFORCES THESE RULES.

RECORD THE DISCUSSION ON THE BLACKBOARD USING THESE SENTENCE PATTERNS.

d) HAVE STUDENTS WORK IN GROUP(S) TO ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK. REVIEW THE MEANING OF "ENFORCES".

NOTE: A COMMON SET OF RULES MAY BE FORMULATED FROM ONE GIVEN SITUATION TO SIMPLIFY THE CLASS DISCUSSION.

4.

a) CONDUCT A CLASS ACTIVITY WHERE THE TEACHER GIVES A SITUATION AND LISTS SOME OF THE RULES NEEDED FOR THAT SITUATION. THE STUDENTS SAY WHETHER THE SITUATION HAS TOO FEW RULES/TOO MANY RULES.

E.G., TEACHER - WHAT MIGHT HAPPEN IN A SITUATION IF THESE WERE THE RULES?

STUDENT - IF THOSE WERE RULES FOR _____ THEN _____.

TO AID THE DISCUSSION ASK THE FOLLOWING QUESTION:

COULD THERE BE ONE BIG RULE TO COVER ALL SITUATIONS? WHY? WHY NOT?

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

4. (CONT'D)

b) DO QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY. RECORD THE RULES ON THE BLACKBOARD AND LEAD A DISCUSSION BASED ON THE RULES BY UTILIZING PARTS b), c) AND d) OF QUESTION 3. ENCOURAGE STUDENTS TO DRAW THE CONCLUSION THAT CHAOS RESULTS FROM SITUATIONS WHERE THERE ARE NOT ENOUGH OR TOO MANY RULES.

APPLICATION

1. HAVE THE STUDENTS ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK IN SMALL GROUPS.

2.
a) HAVE STUDENTS EXAMINE THEIR OWN SCHOOL GUIDE OF CONDUCT.

   I) HAVE STUDENTS PLAY THE ROLE OF A PRINCIPAL WITH THE RESPONSIBILTY OF MAKING A GUIDE OF CONDUCT (LIST OF RULES) TO RUN HIS/HER SCHOOL.
   OR
   II) HAVE STUDENTS PLAY THE ROLE OF A BOSS AT A WORK STATION MAKING RULES.
   OR
   III) DO A SURVEY TO SEE WHAT EACH CLASS IN THE SCHOOL HAS FOR A GUIDE OF CONDUCT.
   OR
   Iv) MAKE UP A GUIDE OF CONDUCT FOR THE COP/SPP CLASS.

b) CONDUCT A CLASSROOM DISCUSSION BASED ON THE FOLLOWING:
   -SIMILARITIES AND DIFFERENCES IN THE CODES
   -THE NEED FOR SUCH CODES

3. SEE THE CONSOLIDATION AND REVIEW ACTIVITIES AT THE END OF THIS BOOK FOR OTHER IDEAS.

EVALUATION

1. OBSERVE THROUGH STUDENT PARTICIPATION IN THE CLASSROOM, AT WORK EXPERIENCE AND IN GROUP DISCUSSION WHETHER THE OBJECTIVES HAVE BEEN MET.

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 2 IT IS USUALLY IMPORTANT TO FOLLOW RULES

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT IT IS USUALLY IMPORTANT TO FOLLOW RULES
- -BE ABLE TO DELINEATE CONSEQUENCES OF BREAKING RULES
- -CONTINUE TO DEVELOP AN APPRECIATION FOR THE POSITIVE NATURE OF RULES
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

REASONABLE	CONSEQUENCES	POSITIVE
NEGATIVE	MOST IMPORTANT	LEAST IMPORTANT

ENGLISH SENTENCE PATTERNS

WHY IS IT IMPORTANT TO FOLLOW THIS/THESE RULES FOR THIS SITUATION?

IT IS IMPORTANT BECAUSE _____.

WHAT MIGHT HAVE HAPPENED TO _____ IF ____ HADN'T/HAD FOLLOWED THE RULE?

IF _____ HAD/HADN'T FOLLOWED THE RULE _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #2

"JENNIFER IS AROUND", "JANICE IS AROUND", AND "ROB IS AROUND" SHORT STORIES FOUND IN SHOPPING AT THE NORTHWOOD MALL AND OTHER NORTHERN DELIGHTS

COOPERATIVE SPORTS AND GAMES BOOK BY TERRY ORLICK.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

NOTE: THE SUGGESTED APPLICATION ACTIVITIY IN THIS LESSON MIGHT BE USED AS A CONCEPT DEVELOPMENT ACTIVITIY AS WELL.

1. *GIVE THE STUDENTS A LONG MATH TEST INVOLVING MANY DETAILED QUESTIONS. BEFORE THEY START TO* WORK ON IT GIVE THEM ONE RULE; "READ ALL THE QUESTIONS FIRST AND THEN COMPLETE THE TEST." TELL THEM THAT THE STUDENTS DONE FIRST WILL PASS THE TEST. ON THE TEST HAVE THE LAST QUESTION SAY, "TO FINISH THE TEST, JUST PUT YOUR NAME ON THE SHEET AND DO THE FIRST QUESTION."

   HAVE THEM DISCUSS THE IMPORTANCE OF THE RULE IN THIS CASE AND WHY IT WAS IMPORTANT TO FOLLOW IT.

2.

a) USING THE SENTENCE PATTERN:

   WHY IS IT IMPORTANT TO FOLLOW THIS/THESE RULES FOR THIS SITUATION?

   IT IS IMPORTANT TO FOLLOW THIS/THESE RULES BECAUSE _____.

   HAVE THE STUDENTS DISCUSS QUESTION 1 IN THE STUDENT NOTEBOOK. LEAD A BRIEF DISCUSSION ON EACH DRAWING AND RULE ANSWERING THE SENTENCE PATTERN QUESTION. RECORD ON THE BOARD AND HAVE STUDENTS CHANT THE RESPONSES.

b) HAVE THE CLASS DO A "SAME/DIFFERENT ACTIVITY". STUDENTS NUMBER PAPERS FROM ONE TO TEN. THE TEACHER READS A SERIES OF PAIRS OF SENTENCES. STUDENTS WRITE "S" IF THE SENTENCES MEAN THE SAME THING. THEY WRITE "D" IF THEY MEAN SOMETHING DIFFERENT. DISCUSS AFTERWARDS AND ASK STUDENTS TO GIVE YOU OTHER EXAMPLES THAT ARE THE SAME/DIFFERENT.

   E.G., TEACHER - WHY IS IT IMPORTANT TO FOLLOW THIS/THESE RULES FOR THIS SITUATION.

   TEACHER -
   1) IT IS IMPORTANT TO FOLLOW THIS RULE BECAUSE IT WILL KEEP YOU FROM GETTING HURT.
   2) IT IS IMPORTANT TO FOLLOW THIS RULE BECAUSE IT WILL KEEP YOU SAFE.
   STUDENTS WRITE - 1) S

   TEACHER -
   1) IT IS IMPORTANT TO FOLLOW THIS RULE BECAUSE IT WILL HELP KEEP YOU HEALTHY.
   2) IT IS IMPORTANT TO FOLLOW THIS RULE BECAUSE IT WILL HELP OTHERS STAY HEALTHY.
   STUDENTS WRITE - 2) D

c) HAVE THE STUDENTS COMPLETE QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

d) DISCUSS THE IMPORTANCE OF EACH RULE WITH THE CLASS. HAVE STUDENTS RECOGNIZE:
   -WHICH RULES ARE EXPRESSED AS POSITIVE OR NEGATIVE?
   -WHICH RULES ARE MOST/LEAST IMPORTANT AND WHY?
   -WHICH RULES AFFECT OUR LIVES THE MOST - WHY?

NOTE: IT IS NOT NECESSARY TO COVER ALL THE RULES IN THIS INTRODUCTORY SECTION. HAVE THE STUDENTS DEAL WITH THE ONES WHICH ARE MOST RELEVANT TO THEM.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.

a) TO INTRODUCE QUESTION 2 IN THE STUDENT NOTEBOOK, IT MAY BE USEFUL TO USE THE DRAWINGS FROM QUESTION 1 IN THE STUDENT NOTEBOOK OR BRING IN OTHER PICTURES TO HELP STUDENTS TO "PERSONALIZE" A SITUATION.

WRITE THE FOLLOWING SENTENCE PATTERN ON A STRIP OF PAPER:

WHAT MIGHT HAVE HAPPENED TO _____ IF ___HADN'T/HAD FOLLOWED THE RULE?

THEN HAVE THE STUDENTS GIVE ANSWERS TO THAT QUESTION AND RECORD THEM ON SENTENCE STRIPS.

IF _____ HADN'T/HAD FOLLOWED THE RULE _____.

DISPLAY THE SENTENCE STRIPS AND HAVE THE STUDENTS CHANT THE RESPONSES.

b) THEN PASS OUT THE STRIPS IN RANDOM ORDER. THE STUDENTS MUST MATCH UP THE STRIPS. ONE STUDENT READS HIS/HER QUESTION; THE STUDENT WITH THE SENTENCE STRIP WITH THE APPROPRIATE ANSWER READS IT. OTHER STUDENTS MAKE SURE THE QUESTION AND ANSWER MATCH.

c) HAVE THE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

4.

a) TO INTRODUCE QUESTION 3 IN THE STUDENT NOTEBOOK, THE STUDENTS MIGHT CREATE A DRAWING TO DESCRIBE A TIME WHEN IT WAS IMPORTANT TO THEM THAT OTHERS OBEY A RULE, TITLING THEIR DRAWING WITH THE RULE TO BE OBEYED.

b) PLACE STUDENTS IN GROUPS OF TWO. HAVE THEM SHARE DRAWINGS AND RESPONSES. THEN HAVE STUDENTS RECORD THEIR ANSWERS TO QUESTION 3 IN THE STUDENT NOTEBOOK.

APPLICATION

1. HAVE STUDENTS LOOK AT THEIR SCHOOL GUIDE OF CONDUCT USED IN LESSON #1 AND DISCUSS, USING THE SENTENCE PATTERNS FOR THIS LESSON, "WHY IT IS IMPORTANT THAT SCHOOL RULES ARE FOLLOWED ?"

2. READ THE STORIES: JENNIFER IS AROUND,
JANICE IS AROUND, AND
ROB IS AROUND

IN SHOPPING AT THE NORTHWOOD MALL AND OTHER NORTHERN DELIGHTS.

DISCUSS THE CONSEQUENCES OF BREAKING THE MAIN RULE OF THE STORY.

3. SEE CONSOLIDATION AND REVIEW ACTIVITIES AT THE END OF THIS BOOK FOR OTHER IDEAS.

APPLICATION (CONT'D)

4. PLAY THE FOLLOWING GAME, COOPERATION (SQUARE GAME), TO SHOW THAT IT IS IMPORTANT TO FOLLOW RULES OF A GAME FOR CHALLENGE AND FUN.

NOTE: PLAYING THIS GAME IS A GOOD INTRODUCTION TO THE KEY IDEA OF LESSON #3: SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE.

COOPERATION - COMMUNICATION EXERCISE (SQUARE GAME)

THE PURPOSES OF THIS EXERCISE ARE:

1) TO DEMONSTRATE TO STUDENTS THE IMPORTANCE OF VERBAL COMMUNICATION IN GROUP PROBLEM SOLVING,
2) TO CAUSE STUDENTS TO DIFFERENTIATE BETWEEN LESS EFFECTIVE AND MORE EFFECTIVE STYLES OF COMMUNICATION IN GROUP PROBLEM SOLVING.

TO RUN THIS ACTIVITY

A SET CONSISTS OF FIVE ENVELOPES CONTAINING PIECES OF CARDBOARD THAT HAVE BEEN CUT IN DIFFERENT PATTERNS AND THAT, WHEN PROPERLY ARRANGED, WILL FORM FIVE SQUARES OF EQUAL SIZE. ONE SET SHOULD BE PROVIDED FOR EACH GROUP OF FIVE PERSONS.

TO PREPARE A SET, CUT OUT 5 CARDBOARD SQUARES OF EQUAL SIZE, 12 CM BY 12 CM. FOLLOWING THE PATTERNS ON THE ACCOMPANYING PAGE, DRAW LINES TO SUBDIVIDE EACH SQUARE AS SHOWN. MEASURE CAREFULLY IN MULTIPLES OF 6 CM SO THAT ALL PIECES MARKED "a" WILL BE EXACTLY THE SAME SIZE, ALL PIECES MARKED "c" WILL BE EXACTLY THE SAME SIZE, ETC. SEVERAL COMBINATIONS WILL BE POSSIBLE THAT WILL ENABLE PARTICIPANTS TO FORM ONE OR TWO SQUARES, BUT ONLY ONE COMBINATION THAT WILL FORM FIVE SQUARES, 12 CM BY 12 CM. LIGHTLY PENCIL THE LETTERS a, b, c, d, ETC. ON EACH PART SO THEY CAN BE ERASED. CUT ON MARKED LINES.
MARK EACH OF THE FIVE ENVELOPES A, B, C, D, AND E.
DISTRIBUTE THE CARDBOARD PIECES IN THE ENVELOPES AS FOLLOWS:
ENVELOPE A HAS PIECES i, h, e
ENVELOPE B HAS PIECES a, a, a, and c
ENVELOPE C HAS PIECES a, j
ENVELOPE D HAS PIECES d, f
ENVELOPE E HAS PIECES g, b, f, and c

ERASE THE PENCILLED LETTER FROM EACH PIECE AND WRITE INSTEAD THE APPROPRIATE ENVELOPE LETTER A, B, C, ETC. SO PIECES CAN BE PUT IN THE CORRECT ENVELOPES AFTER USE.

GIVE A SET OF FIVE ENVELOPES TO EACH GROUP, I.E., ONE ENVELOPE PER PERSON, AND GIVE EACH GROUP DIFFERENT INSTRUCTIONS FOR ASSEMBLING THE FIVE PUZZLES.

1. NO TALKING OR COMMUNICATION IN ANY WAY. EXCHANGE PUZZLE PIECES ONLY BY GIVING.

2. NO TALKING OR COMMUNICATION. EXCHANGE PUZZLE PIECES ONLY BY TAKING.

3. TALKING AND COMMUNICATION PERMITTED. EXCHANGE PUZZLE PIECES ONLY BY GIVING.

4. TALKING AND COMMUNICATION ARE PERMITTED. EXCHANGE PUZZLE PIECES ONLY BY TAKING.

5. ETC. - OTHER COMBINATIONS AS APPROPRIATE.

KEEP TRACK OF THE ORDER IN WHICH THE GROUPS FINISH. REPEAT GAME ONCE OR TWICE TO ESTABLISH PATTERNS OF SUCCESS.

APPLICATION (CONT'D)

4. (CONT'D)

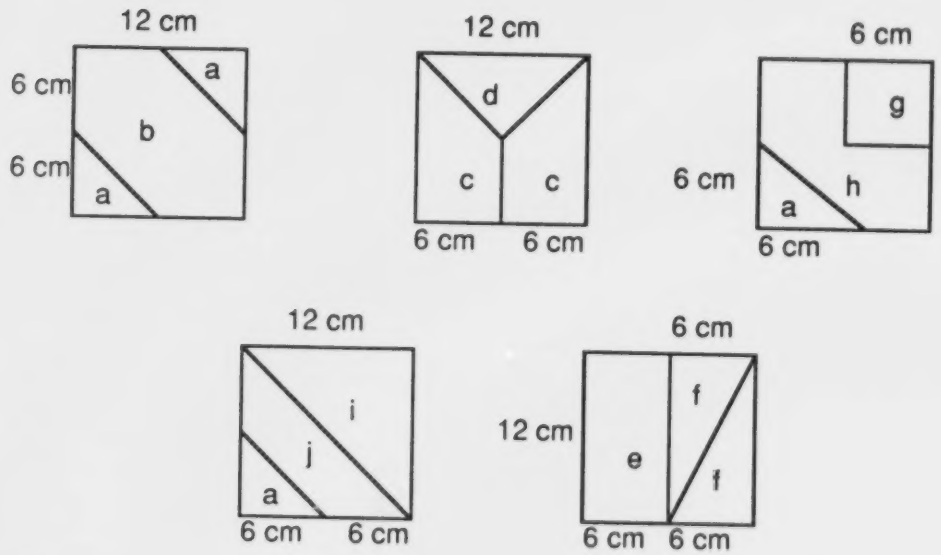
COOPERATION-COMMUNICATION EXERCISE (SQUARE GAME) (CONT'D)

DISCUSS FACTORS CONTRIBUTING TO SUCCESS AT THIS POINT OR CONTINUE WITH FURTHER GAME VARIATION.

SOME ALTERNATIVES:

EXCHANGE A MEMBER OF ONE GROUP SUCH AS GROUP 1 WITH MEMBER FROM ANOTHER GROUP, SUCH AS GROUP 4. OBSERVE AND DISCUSS CONFLICTS THAT MAY OCCUR WHEN AN INDIVIDUAL ENTERS A GROUP HAVING A DIFFERENT SET OF "RULES" THAN HE/SHE WAS USED TO. EXTRA STUDENTS MAY BE ASSIGNED AS OBSERVERS TO REPORT AND EXPLAIN GROUP PROBLEMS AND SUCCESSES.

COOPERATION-COMMUNICATION EXERCISE



EVALUATION

1. THE STUDENT SHOULD BE ABLE TO NAME OR SUGGEST SOME CONSEQUENCES OF BREAKING GIVEN RULES.

   FOR EXAMPLE:

   -DON'T DRINK WHEN YOU ARE PREGNANT

   -WHEN YOU GO OUT ON THE LAND/BUSH ALWAYS TELL SOMEONE WHERE YOU ARE GOING

   -NO PUT DOWNS IN CLASS

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 3 SOMETIMES IT MAY BE NECESSARY BREAK A RULE

OBJECTIVES

STUDENTS WILL:
- -UNDERSTAND THAT SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE
- -BE ABLE TO GIVE REASONS WHY IT MAY BE NECESSARY TO BREAK RULES IN GIVEN SITUATIONS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

NEIGHBOUR	NECESSARY	OBSOLETE
ARCHAIC	MEDICINE	

ENGLISH SENTENCE PATTERNS

WHAT MIGHT THE RULE BE _____ (IN A GIVEN SITUATION)?

THE RULE MIGHT BE _____.

WHEN/WHY WOULD IT BE NECESSARY TO BREAK A RULE?

IT WOULD BE NECESSARY TO BREAK A RULE WHEN _____.
IT WOULD BE NECESSARY TO BREAK A RULE BECAUSE _____.

IT WOULD NEVER BE RIGHT TO BREAK A RULE WHEN _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #3

RULES FOR TEACHERS, 1872, PAGE 3-31 IN THE TEACHER'S GUIDE

1928 LIST OF "DISORDERS" IN SCHOOL - FROM THE BEGINNING TEACHER BY JOHN C. ALMACK AND ALBERT R. LANG, HOUGHTON MIFFLIN COMPANY, CAMBRIDGE, MASS. 1928, PAGE 3-31 IN THE TEACHER'S GUIDE

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. HAVE THE STUDENTS READ THE "RULES FOR TEACHERS, 1872", AND LEAD A BRIEF DISCUSSION ON WHY IT WOULD BE IMPOSSIBLE FOR TEACHERS OF TODAY TO FOLLOW THE RULES SET DOWN IN 1872.

2.

a) CONDUCT A QUESTION AND ANSWER CHAIN DRILL ACTIVITY WHERE THE TEACHER ASKS, AND THEN ANSWERS A QUESTION (USING THE FOLLOWING SENTENCE PATTERNS) BY FILLING IN THE BLANKS WITH APPROPRIATE ENDINGS. THE TEACHER THEN ASKS THE FIRST STUDENT THE QUESTION. THE FIRST STUDENT ANSWERS THEN ASKS THE NEXT STUDENT A QUESTION. CONTINUE UNTIL ALL QUESTIONS AND ANSWERS HAVE BEEN USED ONCE FOR A GIVEN SITUATION, THEN START AGAIN WITH A NEW SITUATION.

E.G., TEACHER - WHAT MIGHT THE RULE BE _____?
TEACHER - THE RULE MIGHT BE _____.
TEACHER TO FIRST STUDENT - WHAT MIGHT THE RULE BE _____?
FIRST STUDENT - THE RULE MIGHT BE _____.
FIRST STUDENT TO THE SECOND STUDENT - WHEN WOULD IT BE NECESSARY TO BREAK THE RULE?
SECOND STUDENT TO NEXT STUDENT- IT WOULD BE NECESSARY TO BREAK THE RULE WHEN _____.

THE OTHER STUDENTS LISTEN AND ORALLY CORRECT ANY INCORRECT INFORMATION IN THE SENTENCES. THE TEACHER RECORDS SOME OF THEM ON THE BLACKBOARD.

b) HAVE THE STUDENTS ANSWER QUESTIONS 1, 2, AND 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY USING THE SENTENCE PATTERNS PRACTICED IN a) ABOVE.

NOTE: AS A FACILITATOR YOU MAY HAVE TO ADDRESS INDIVIDUAL STUDENT QUESTIONS REGARDING THE FOLLOWING:

-IF POSSIBLE, STUDENTS SHOULD GIVE REASONS FOR CHECKING OFF THE YES, NO, NOT SURE BOXES. SOME STUDENTS MAY BE CONFUSED WITH THE NOT SURE CHOICE. FOR THESE STUDENTS TELL THEM TO ANSWER EITHER YES OR NO STATING THE REASON(S) FOR THEIR CHOICE. FOR THE STUDENTS WHO WISH TO CHECK OFF NOT SURE, THEY MUST CONSIDER THE POSITIVE AND NEGATIVE REASONS FOR THEIR CHOICE.

-IN QUESTIONS 1, 2 AND 3 a) THE WORDING "WHAT MIGHT THE RULE BE IN THE ABOVE SITUATION?" MAY BE CHANGED TO "WHAT RULES DID THE CHILD BREAK" FOR EASIER COMPREHENSION.

c) LEAD A CLASS DISCUSSION ON STUDENT ANSWERS MAKING SURE STUDENTS GIVE REASONS FOR THE DECISIONS THAT THEY HAVE MADE IN EACH SITUATION.

APPLICATION

1. TO HAVE STUDENTS GAIN A FURTHER HISTORICAL PERSPECTIVE OF RULES, HAVE THEM BRAINSTORM A LIST OF RULES FOR A 1928 LIST OF "DISORDERS" IN SCHOOL.(SEE PAGE 3-31.)

2.

a) HAVE STUDENTS FORM SMALL GROUPS AND READ QUESTION 4 IN THE STUDENT NOTEBOOK. THEN HAVE THEM DISCUSS EACH SITUATION LISTED WITH ONE GROUP MEMBER ACTING AS THE RECORDER.

b) DISCUSS EACH SITUATION SEPARATELY WITH THE WHOLE CLASS. HAVE EACH GROUP REPORT TO THE CLASS AND GIVE STUDENTS AN OPPORTUNITY TO QUESTION EACH GROUP ON EACH SITUATION, IF SO DESIRED.

3. HAVE STUDENTS DISCUSS THE FOLLOWING QUESTIONS. MAKE SURE THE MEANINGS OF THE WORDS "OBSOLETE" AND "ARCHAIC" ARE UNDERSTOOD.

   -ARE RULES MADE FOR "FOREVER"?
   -D0 RULES BECOME OBSOLETE?
   -ARE THERE SOME ANCIENT RULES THAT ARE STILL NOT CONSIDERED ARCHAIC?

4. SEE CONSOLIDATION AND REVIEW ACTIVITIES AT THE END OF THIS BOOK FOR OTHER IDEAS.

EVALUATION

1. REFER TO OBJECTIVES TO DETERMINE WHETHER THEY HAVE BEEN SUCCESSFULLY ACHIEVED. (UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.)

2. OBSERVATION OF STUDENT DISCUSSION IN QUESTION 4 SHOULD GIVE THE TEACHER A CLEAR INDICATION AS TO WHETHER OBJECTIVES HAVE OR HAVE NOT BEEN ACHIEVED.

3. THE FOLLOWING TEST MAY BE GIVEN TO STUDENTS ON THE COMPLETION OF LESSON #3. THIS TEST ALLOWS THE TEACHER TO EVALUATE WHETHER STUDENTS UNDERSTAND THE KEY IDEAS IN LESSONS 1, 2 AND 3.

LESSON #3 EVALUATION — A TEST ON RULES

A) CIRCLE T IF THE FOLLOWING STATEMENTS ARE TRUE, OR F IF THE FOLLOWING STATEMENTS ARE FALSE.

T F 1. IF YOU BREAK A RULE IT MAY HURT SOMEONE ELSE MORE THAN YOU.

T F 2. IT IS NEVER RIGHT TO BREAK A RULE.

T F 3. ONCE WRITTEN DOWN, ALL RULES SHOULD BE FOLLOWED FOREVER.

B) CIRCLE THE NUMBER OF THE RULES WHICH WOULD NOT BE ACCEPTABLE TODAY.

1. ALL GIRLS MUST WEAR DRESSES IN SCHOOL.
2. NO ONE MAY SMOKE IN A HOSPITAL ROOM.
3. ALWAYS WASH YOUR HANDS IN A RESTAURANT BEFORE HANDLING FOOD.
4. CHILDREN SHOULD ALWAYS BE RESPECTFUL TOWARDS OLDER PEOPLE.

C) IN EACH OF THE FOLLOWING SITUATIONS MAKE UP A RULE THAT SHOULD BE FOLLOWED TO MAKE THINGS AS FAIR AS POSSIBLE.

1. LOTS OF STUDENTS LOVE TO PLAY ON JACK'S COMPUTER.

RULE: _____

_____

_____

2. LOUISA AND HER FAMILY OF FIVE HAVE ONLY ONE TELEVISION SET IN THEIR HOUSE.

RULE: _____

_____

_____

LESSON 3 EVALUATION A TEST ON RULES (CONT'D)

D) IN THE SPACE PROVIDED :

1. LIST THREE RULES THAT WOULD BE IMPORTANT FOR YOU AND YOUR FRIENDS TO FOLLOW WHILE PLAYING VOLLEYBALL.

_____

_____

_____

2. LIST FOUR THINGS WHICH MIGHT HAPPEN IF YOU BREAK THE SCHOOL RULE: "NO SMOKING".

_____

_____

_____

_____

E) OUR CLASS HAS VISITED THE COMMUNITY RECREATION HALL SEVERAL TIMES THIS YEAR.

ANSWER THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED.

1. a) LIST TWO RULES FOR THE COMMUNITY RECREATION HALL.

_____

_____

_____

_____

b) CIRCLE THE MOST IMPORTANT RULE.

2. WRITE A NEW RULE WHICH WOULD IMPROVE THE SAFETY OF THE PLAYERS AT THE COMMUNITY RECREATION HALL.

_____

_____

_____

RULES FOR TEACHERS 1872

1. TEACHERS EACH DAY WILL FILL LAMPS, CLEAN CHIMNEYS.
2. EACH TEACHER WILL BRING A BUCKET OF WATER AND A SCUTTLE OF COAL FOR THE DAY'S SESSION.
3. MAKE YOUR PENS CAREFULLY. YOU MAY WHITTLE NIBS TO THE INDIVIDUAL TASTE OF THE PUPILS.
4. MEN TEACHERS MAY TAKE ONE EVENING EACH WEEK FOR COURTING PURPOSES, OR TWO EVENINGS EACH WEEK IF THEY GO TO CHURCH REGULARLY.
5. AFTER TEN HOURS IN SCHOOL, THE TEACHER MAY SPEND THE REMAINING TIME READING THE BIBLE OR OTHER GOOD BOOKS.
6. WOMEN TEACHERS WHO MARRY OR ENGAGE IN UNSEEMLY CONDUCT WILL BE DISMISSED.
7. EVERY TEACHER SHOULD LAY ASIDE FROM EACH PAY A GOODLY SUM OF HIS EARNINGS FOR HIS BENEFIT DURING HIS DECLINING YEARS SO THAT HE WILL NOT BECOME A BURDEN ON SOCIETY.
8. ANY TEACHER WHO SMOKES, USES LIQUOR IN ANY FORM, FREQUENTS POOL OR PUBLIC HALLS, OR GETS SHAVED IN A BARBER SHOP WILL GIVE GOOD REASON TO SUSPECT HIS WORTH, INTENTION AND HONESTY.

NOTE: THE TEACHER WHO PERFORMS HIS LABOUR FAITHFULLY AND WITHOUT FAULT FOR FIVE YEARS WILL BE GIVEN AN INCREASE OF TWENTY-FIVE CENTS PER WEEK IN HIS PAY, PROVIDING THE BOARD OF EDUCATION APPROVES.

A 1928 LIST OF "DISORDERS" IN SCHOOL

1. MINOR	2. SERIOUS
WHISPERING	LYING
GUM CHEWING	STEALING
PUSHING IN LINE	TRUANCY
EATING IN SCHOOL	FIGHTING
WHISTLING IN SCHOOL	VANDALISM
MONKEY SHINES	USING TOBACCO
THROWING PAPER	GAMBLING
STAMPING FEET	DISOBEDIENCE
NOTE WRITING	PINS AND TACKS IN CHAIRS
RUDENESS	VULGARITY
TARDINESS	BULLYING

LESSON 4 A LAW IS A SPECIAL TYPE OF RULE

OBJECTIVES

STUDENTS WILL:
- -UNDERSTAND WHAT A LAW IS
- -UNDERSTAND THE GENERAL DIFFERENCE BETWEEN LAWS AND RULES
- -BEGIN TO DEVELOP AN AWARENESS OF THE THREE LEVELS OF GOVERNMENT IN CANADA
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

LAWS	GOVERNMENT	FEDERAL
TERRITORY	TERRITORIAL	MUNICIPAL
HAMLET	COMMUNITY	ENFORCED
SPECIFIC	TERRITORIES	

ENGLISH SENTENCE PATTERNS

WHO HAS TO OBEY CANADIAN LAWS? (HAMLET, FEDERAL, ETC.)

_____ HAS TO OBEY CANADIAN LAWS.

HOW IS A LAW DIFFERENT FROM A RULE?

A LAW IS DIFFERENT FROM A RULE BECAUSE _____.

WHO MAKES LAWS?

LAWS ARE MADE BY _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #4

FILMSTRIP, WHY WE HAVE LAWS (SHIVER, GOBBLE AND SNORE) FROM KIT BASIC CONCEPTS IN SOCIAL STUDIES, LEARNING CORPORATION OF AMERICA

WALL MAPS OR TRANSPARENCIES SHOWING CANADA WITH OTTAWA AND THE NWT WITH YELLOWKNIFE, AND YOUR COMMUNITY

PICTURES OF THE CANADIAN PARLIAMENT BUILDINGS, LEGISLATIVE BUILDINGS IN YELLOWKNIFE, NWT

BOOK - THE LORD OF THE FLIES, BY WILLIAM GOLDING

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. HAVE THE CLASS READ THE FIRST TWO PAGES OF CHAPTER TWO OF LORD OF THE FLIES BY WILLIAM GOLDING, IN WHICH THE CHARACTERS REALIZE THEY WILL NEED RULES TO LIVE IN PEACE. DISCUSS THE DECISION THAT RULES WERE NEEDED AND EXAMINE THE TYPES OF RULES THAT COULD HAVE BEEN ADOPTED BY THE BOYS ON THE ISLAND. DURING THE DISCUSSION, ASK STUDENTS IF THEY PERCEIVE A DIFFERENCE BETWEEN A RULE AND A LAW.
   AND/OR
   SHOW AND DISCUSS THE FILMSTRIP, WHY WE HAVE LAWS.
   AND/OR
   PRESENT AND DISCUSS A NUMBER OF ARCHAIC LAWS AND ANCIENT PUNISHMENTS PERHAPS FROM FEUDAL TIMES.

   FOR EXAMPLE
   -IF A MAN STOLE AN APPLE, HIS RIGHT HAND WAS CUT OFF.
   -IF SOMEONE ACCUSED ANOTHER OF COMMITTING A CRIME, THEY WOULD ENGAGE IN TRIAL COMBAT TO DETERMINE THE INNOCENCE OR GUILT OF BOTH PARTIES - THE ACCUSED AND THE ACCUSER.

2. INITIATE A DISCUSSION SUCH AS THE FOLLOWING REGARDING SNUFF:

   i) JIM IS CAUGHT CHEWING SNUFF IN CLASS.
   ii) JACK IS CAUGHT STEALING SNUFF FROM A STORE.

   -WHAT ARE THE DIFFERENCES BETWEEN THESE TWO SITUATIONS?
   -WHO MAY BE DRAWN INTO THESE SITUATIONS?
   -DRAW CONCLUSIONS FROM THE ABOVE SITUATIONS TO ILLUSTRATE THE DIFFERENCES BETWEEN A RULE AND A LAW

3.

a) MAKE AN OVERHEAD TRANSPARENCY OF THE STATEMENTS ABOUT LAW GIVEN ON PAGE 9 OF LESSON #4 OF THE STUDENT NOTEBOOK. PRESENT AND DISCUSS WHAT EACH STATEMENT MEANS. MAKE SURE STUDENTS UNDERSTAND THE FOLLOWING ENGLISH VOCABULARY WORDS OF THIS LESSON: SPECIFIC, ENFORCED, COMMUNITY, ETC.

   USE THE SENTENCE PATTERNS:

   WHO MAKES LAWS? *AND* HOW IS A LAW DIFFERENT FROM A RULE?

   LAWS ARE MADE BY _____. A LAW IS DIFFERENT FROM A RULE BECAUSE _____.

b) CONDUCT AN ACTIVITY WHERE THE TEACHER ASKS THE QUESTION AND THEN ANSWERS IT (USING THE SENTENCE PATTERNS), FILLING IN THE BLANKS WITH SILLY AS WELL AS APPROPRIATE ENDINGS. STUDENTS MUST SAY IF THE ANSWERS ARE CORRECT OR NOT AND SUPPLY THE CORRECT ANSWERS FOR THOSE WHICH ARE SILLY OR INCORRECT.

   E.G., TEACHER - WHO MAKES LAWS?
   TEACHER - LAWS ARE MADE BY PUPPETS.
   STUDENTS - LAWS ARE MADE BY THE HAMLET.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.(CONT'D)

c) LEAD A DISCUSSION IN RESPONSE TO QUESTION 1 OF THE STUDENT NOTEBOOK. IT IS NOT NECESSARY TO COMPLETE EACH OF 1 a), b), AND c) ONCE THE BASIC CONCEPT IS UNDERSTOOD.

4. DISCUSS QUESTION 2 IN THE STUDENT NOTEBOOK USING THE SENTENCE PATTERN:

WHO HAS TO OBEY CANADIAN LAWS?

HAVE STUDENTS BRAINSTORM THE ANSWERS TO THE QUESTION USING THE SENTENCE PATTERN:

_____ HAS TO OBEY CANADIAN LAWS.

IN SUMMARY, STUDENTS SHOULD REALIZE THAT ALL CANADIAN CITIZENS AND ALL PEOPLE LIVING OR VISITING WITHIN OUR COUNTRY MUST OBEY CANADIAN LAWS. SIMILARLY, CANADIANS VISITING OTHER COUNTRIES ARE OBLIGED TO OBEY THEIR LAWS.

APPLICATION

1.

a) IT MAY BE DIFFICULT FOR STUDENTS TO UNDERSTAND THE CONCEPT THAT LAWS ARE MADE BY THREE DIFFERENT LEVELS OF GOVERNMENT. IN ORDER TO FACILIATE THIS LEARNING, ONE OR MORE OF THE FOLLOWING PROCEDURES MAY BE USED:

-THROUGH WALL MAPS OR TRANSPARENCIES SHOW CANADA WITH OTTAWA AND THE NWT WITH YELLOWKNIFE AND YOUR OWN COMMUNITY

-SHOW STUDENTS PICTURES OF THE CANADIAN PARLIAMENT BUILDINGS IN OTTAWA, LEGISLATIVE BUILDING IN YELLOWKNIFE AND THEIR OWN HAMLET/COUNCIL BUILDING.

-LEAD A CLASS DISCUSSION CONCERNING "THE HEAD OF GOVERNMENT" -PRIME MINISTER, GOVERNMENT LEADER, MAYOR, ETC.

-IF AN ELECTION IS IN PROGRESS FOR ONE LEVEL OF GOVERNMENT, THIS MAY BE A GOOD BASIS FOR DISCUSSION

-LEAD A CLASS DISCUSSION CONCERNING THE THREE LEVELS OF LAW ENFORCEMENT
- i) FEDERAL - R.C.M.P.
- ii) TERRITORIAL - R.C.M.P.
- iii) MUNCIPAL - BY-LAW ENFORCEMENT OFFICER

b) HAVE THE STUDENTS COMPLETE QUESTIONS 3 AND 4 OF THE STUDENT NOTEBOOK INDIVIDUALLY OR IN SMALL GROUPS OR MAKE A TRANSPARENCY OF THE CHART AND LEAD THE STUDENTS THROUGH IT. WHEN FINISHED, HAVE A GENERAL DISCUSSION ON HOW IT WAS COMPLETED.

NOTE: QUESTION 3 MAY BE OMITTED AND COVERED LATER IF STUDENTS HAVE NOT MASTERED THE CONCEPT OF THE DIFFERENT LEVELS OF GOVERNMENT.

APPLICATION(CONT'D)

2. USING THE SENTENCE PATTERN:

HOW IS A LAW DIFFERENT FROM A RULE?

HAVE THE STUDENTS COMPLETE THE UNFINISHED SENTENCE "A LAW IS DIFFERENT FROM A RULE BECAUSE ....." FROM QUESTION 5 OF THE STUDENT NOTEBOOK. COLLECT STUDENT RESPONSES AND EVALUATE TO DETERMINE IF THEY TRULY UNDERSTAND THE DIFFERENCE. MAKE SURE WRITTEN RESPONSES ARE GIVEN TO EACH STUDENT PRAISING THOSE WHO HAVE SUCCEEDED AND GIVING ASSISTANCE TO THOSE WHO HAVE NOT QUITE UNDERSTOOD THE DIFFERENCE.

3.

a) USING PANTOMIME, HAVE STUDENTS FORM GROUPS TO ACT OUT THE USE OF RULES IN VARIOUS SITUATIONS.

b) THE FOLLOWING QUESTIONS MIGHT BE USED IN A DISCUSSION OF EACH PANTOMIME:
-WHAT IS HAPPENING?
-DOES THE SITUATION INVOLVE A RULE OR A LAW? WHY?
-IF YOU WERE INVOLVED IN THIS SITUATION , HOW WOULD YOU BE AFFECTED? WHAT SHOULD YOU DO? WHY? WHAT WOULD YOU DO? WHY?

SUGGESTED PANTOMIMES

1. RULE: BE ON TIME FOR CLASS AND FOR WORK EXPERIENCE.

2. RULE: IF YOU CAN'T BE ON TIME FOR CLASS OR WORK EXPERIENCE, PHONE.

3. LAW: YOU MUST SIGNAL A TURN WHEN DRIVING A VEHICLE.

4. LAW: NO CHILDREN UNDER THE AGE OF 16 CAN DRIVE A THREE WHEELER ON THE ROAD.

5. LAW: IT IS AGAINST THE LAW TO BREAK INTO ANOTHER PERSON'S HOUSE AND STEAL THEIR PROPERTY.

4. SEE CONSOLIDATION AND REVIEW ACTIVITIES AT THE END OF THIS BOOK FOR OTHER IDEAS.

EVALUATION

1. ANALYSIS OF STUDENT RESPONSES TO QUESTION 5 AND ONGOING OBSERVATION OF STUDENT VERBAL RESPONSES DURING LESSON(S) SHOULD REVEAL WHETHER OBJECTIVES HAVE BEEN SUCCESSFULLY ACHIEVED. (UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.)

IN CANADA, THE LAW COMES FROM THREE LEVELS OF GOVERNMENT

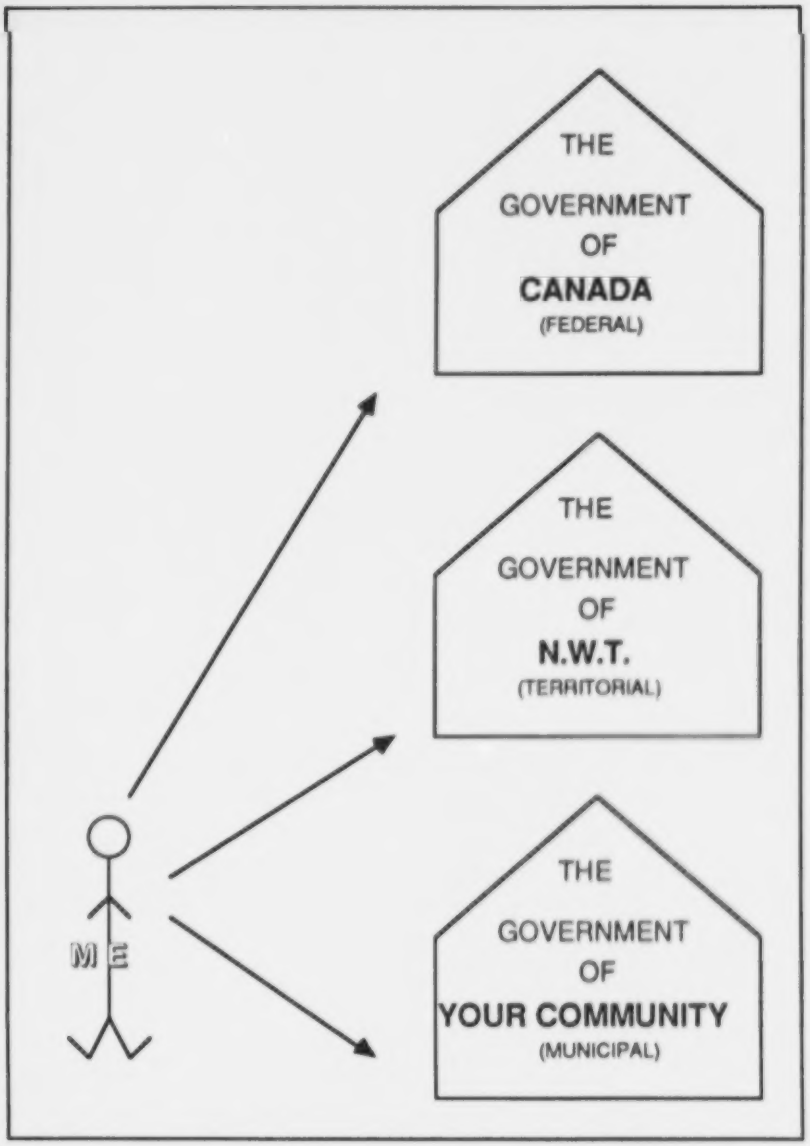
IN CANADA, GOVERNMENT IS LIKE A TREE WITH THREE BRANCHES.

- ONE BRANCH **MAKES LAWS.**
  IT IS MADE UP OF ELECTED REPRESENTATIVES CHOSEN BY THE PEOPLE WHEN THEY VOTE.

- ANOTHER BRANCH **MAKES LAWS WORK BY CARRYING THEM OUT.**
  IT IS MADE UP OF POLICE, HEALTH INSPECTORS, FIREFIGHTERS, WILDLIFE OFFICERS AND ALL THE MANY OTHER GOVERNMENT OFFICIALS.

- A THIRD BRANCH **DECIDES HOW THE LAW APPLIES** TO A PARTICULAR SITUATION.
  IT IS MADE UP OF JUDGES WHO ARE APPOINTED BY OUR ELECTED REPRESENTATIVES.

WHERE IS GOVERNMENT?



WE HAVE THREE LEVELS OF GOVERNMENT.

FEDERAL

THIS IS THE GOVERNMENT OF CANADA.

TERRITORIAL

EACH OF THE TWO TERRITORIES OF CANADA HAS ITS OWN GOVERNMENT.

MUNICIPAL

THIS IS THE GOVERNMENT OF A COMMUNITY, CITY OR REGION.

WHY DO WE HAVE 3 LEVELS OF GOVERNMENT?

EACH OF THE LEVELS OF GOVERNMENT HAS DIFFERENT RESPONSIBILITIES. MANY TIMES THESE AREAS OF RESPONSIBILITIES OVERLAP. BASICALLY THOUGH, THE MUNICIPAL LEVEL DEALS WITH MATTERS WHICH ARE MORE IMPORTANT LOCALLY, THE TERRITORIAL LEVEL DEALS WITH MATTERS THAT AFFECT EVERYONE IN THE TERRITORY AND THE FEDERAL LEVEL DEALS WITH MATTERS THAT AFFECT EVERYONE IN CANADA.

LESSON 5 MANY LAWS PLAY A PART IN OUR LIVES

OBJECTIVES

STUDENTS WILL:
- -UNDERSTAND THAT MANY LAWS PLAY A PART IN EVERYONE'S LIVES INCLUDING THEIR OWN
- -UNDERSTAND WHAT A LAW MAKER IS
- -UNDERSTAND WHAT A LAW ENFORCER IS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

LAW	LAW MAKER	LAW ENFORCER
CITIZENS	REASON	DECISION
AFFECT		

ENGLISH SENTENCE PATTERNS

WHAT IS A LAW/LAW MAKER/LAW ENFORCER?

A _____ IS _____.

WHY IS IT A LAW?

IT IS A LAW BECAUSE _____.

WHO DOES THE LAW AFFECT?

THE LAW AFFECTS _____ BECAUSE _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #5

TRANSPARENCY OF QUESTION 2, PAGE 12, STUDENT NOTEBOOK - LESSON #5

NOTE: THIS LESSON MAY BE TREATED AS AN EXTENSION OF THE PREVIOUS LESSON OR AS AN INTRODUCTION TO LESSON 6. ANY DECISION MADE SHOULD TAKE INTO ACCOUNT THE PARTICULAR NEEDS OF STUDENTS AT THIS TIME.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. INITIATE INTEREST IN THIS LESSON WITH A CLASS DISCUSSION ON A LAW THAT HAS A DIRECT INFLUENCE ON THE LIVES OF YOUR STUDENTS.

   FOR EXAMPLE

   -SCHOOL LEAVING AGE
   -TRESPASSING
   -VANDALISM
   -SHOPLIFTING

2.

a) HAVE STUDENTS DEFINE AND DISCUSS THE MEANING AND APPLICATION OF THE TERMS USING THE SENTENCE PATTERNS;

   WHAT IS A LAW/LAW MAKER/LAW ENFORCER?:

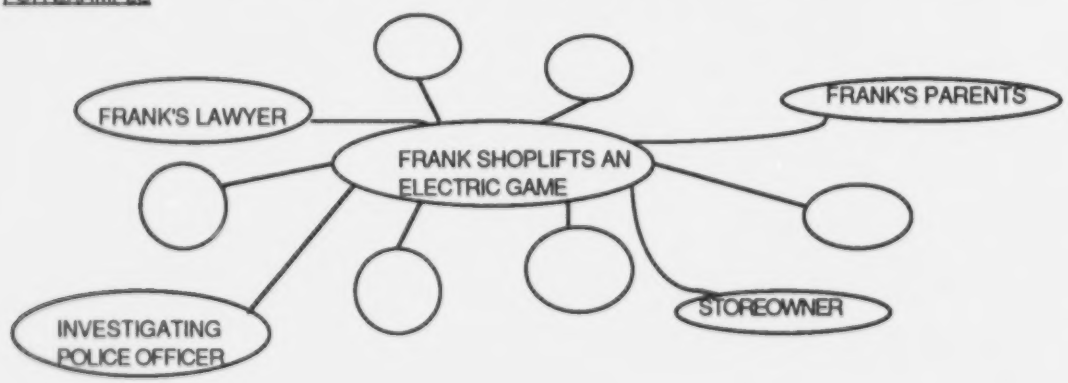
   A _____ IS _____.

b) CONDUCT A LISTENING ACTIVITY WHERE THE TEACHER READS A PASSAGE ABOUT LAW, LAW MAKERS AND LAW ENFORCERS. READ A SERIES OF FIVE STATEMENTS AFTERWARDS. STUDENTS DECIDE WHETHER OR NOT EACH STATEMENT WAS MADE IN THE PASSAGE READ. IF THE STATEMENT WAS MADE THEY WRITE "Y" NEXT TO THE NUMBER. IF THE STATEMENT WAS NOT MADE THEY WRITE "N" NEXT TO THE NUMBER. DISCUSS THEIR ANSWERS AND REREAD THE PASSAGE IF NECESSARY.

c) HAVE STUDENTS COMPLETE QUESTION 1 OF THE STUDENT NOTEBOOK INDIVIDUALLY.

3.

a) USE A FLOW CHART TO ILLUSTRATE HOW THE ACTIONS OF ONE INDIVIDUAL INFLUENCE OTHERS.
FOR EXAMPLE



b) MAKE AN OVERHEAD TRANSPARENCY OF THE CHART FOR QUESTION 2 OF THE STUDENT NOTEBOOK.

c) BRAINSTORM LAWS WHICH PLAY A PART IN THE LIVES OF YOUR STUDENTS.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.(CONT'D)

d) HAVE STUDENTS CHOOSE THE THREE MOST IMPORTANT LAWS. RECORD THEIR FIRST CHOICE ON THE TRANSPARENCY AND WORK THEM THROUGH QUESTION 2 RECORDING RESPONSES ON THE TRANSPARENCY. HAVE STUDENTS USE THE SENTENCE PATTERNS:

WHY IS IT A LAW? *AND* WHO DOES THE LAW AFFECT?

IT IS A LAW BECAUSE _____ THE LAW AFFECTS _____.

e) IN GROUPS OF THREE OR INDIVIDUALLY, HAVE STUDENTS COMPLETE QUESTION 2 FOR THE OTHER TWO LAWS WHICH THEY CONSIDERED IMPORTANT.

NOTE: TO SIMPLIFY THE CHART, THE PAGE MAY BE FOLDED INTO THIRDS SO THAT ONLY THE COLUMN BEING WORKED ON IS VISIBLE TO THE STUDENTS.

APPLICATION

1. AS IN CD/LE/LP #3a, HAVE THE STUDENTS, IN SMALL GROUPS, MAKE A FLOW CHART WITH A CRIME PRINTED IN THE MIDDLE. THEN THE STUDENTS PUT NAMES OF THE PEOPLE WHO ARE AFFECTED OR INVOLVED IN THE CRIME - SOLVING THE CRIME, COUNSELLING, VICTIMS OF THE CRIME, TRYING THE CRIMINALS IN COURTS, ETC. IN OTHER CIRCLES AROUND THE MIDDLE.

   SHARE THE FLOW CHARTS WITH THE REST OF THE CLASS.

2. THE RESULTS OF #1 COULD BE MADE INTO POSTERS TO EDUCATE YOUNGER STUDENTS, ETC.

EVALUATION

1. SHOW THE STUDENTS A PICTURE OR HAVE THEM USE THEIR IMAGINATION TO VISUALIZE A SCENE FROM THE CO-OP. (THEY MAY WISH TO DRAW THEIR OWN SCENE.) FROM THE SCENE, HAVE THE STUDENTS DETERMINE:

   WHAT LAWS EXIST AND WHO DO THEY AFFECT?

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 6 LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY.

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY
- -DEVELOP AN AWARENESS OF THE MANY DIFFERENT TYPES OF LAWS
- -DEVELOP AN APPRECIATION FOR THE POSITIVE ASPECT OF LAW
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

*YOU MAY NEED TO DEVELOP OTHER VOCABULARY ITEMS FROM STUDENT NOTEBOOK PAGES DEPENDING ON YOUR STUDENTS' NEEDS. ADDITIONAL VOCABULARY:

THEFT	BREAKING AND ENTERING	VANDALISM
ASSAULT	DISORDERLY CONDUCT	POSSESSION OF LIQUOR
TESTIFY		

ENGLISH SENTENCE PATTERNS

WHAT IS THEFT?

THEFT IS _____.

WHAT MIGHT HAPPEN IF THERE WEREN'T ANY LAWS?

IF THERE WEREN'T ANY LAWS _____.

WHAT MIGHT HAPPEN IF THERE WEREN'T ANY POLICE?

IF THERE WEREN'T ANY POLICE _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #6

LOCAL NEWSPAPERS

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) IN SMALL GROUPS DISCUSS LOCAL CRIMES THAT HAVE OCCURRED OR COULD OCCUR IN YOUR COMMUNITY. AS A CLASS RECORD THE RESPONSES ON THE BLACKBOARD OR LIST THE CRIMES GIVEN BELOW. LEAD A GENERAL DISCUSSION CONCERNING EACH CRIME USING THE FOLLOWING SENTENCE PATTERNS AS A GUIDE. KEEP A PERMANENT RECORD OF THE SENTENCES.

CRIMES	GUIDELINE SENTENCE PATTERNS
THEFT BREAKING AND ENTERING VANDALISM ASSAULT WEAPONS DISORDERLY CONDUCT POSSESSION OF LIQUOR	1. WHAT IS THEFT? 2. WHAT MIGHT HAPPEN IF THERE WEREN'T ANY LAWS? 3. WHAT MIGHT HAPPEN IF THERE WEREN'T ANY POLICE? 4. WHAT MIGHT HAPPEN IF NO ONE WOULD GO TO COURT TO TESTIFY? 5. WHAT MIGHT HAPPEN IF SOMEONE BROKE A LAW AND SOMEONE ELSE WAS AFRAID TO REPORT IT TO THE POLICE?

NOTE: GUIDELINE QUESTIONS #1 ,#2 AND #3 ARE THE SENTENCE PATTERNS FOR THIS LESSON. PRACTICE THEM ORALLY AND CHANT RESPONSES.

b) USING THE SITUATIONS OF CRIMES IN LESSON 6, QUESTIONS 1-8 IN THE STUDENT NOTEBOOK, THE TEACHER ASKS THE FIRST STUDENT A QUESTION (USING THE FOLLOWING SENTENCE PATTERNS). THE FIRST STUDENT ANSWERS AND THEN ASKS THE SECOND STUDENT A QUESTION (USING THE FOLLOWING SENTENCE PATTERNS), AND SO ON.

TEACHER ASKS THE FIRST STUDENT - WHAT MIGHT HAPPEN IF THERE WEREN'T ANY LAWS?
FIRST STUDENT ANSWERS - IF THERE WEREN'T ANY LAWS _____.

FIRST STUDENT ASKS SECOND STUDENT - WHAT MIGHT HAPPEN IF THERE WEREN'T ANY POLICE?
SECOND STUDENT ANSWERS - IF THERE WEREN'T ANY POLICE _____.

CONTINUE UNTIL ALL QUESTIONS AND ANSWERS HAVE BEEN USED ONCE FOR A GIVEN SITUATION, THEN START AGAIN WITH A NEW SITUATION.
RECORD SOME OF THE RESPONSES ON THE BLACKBOARD AND HAVE THE STUDENTS CHANT THE RESPONSES.

c) HAVE STUDENTS SELECT ONE OF THE FOLLOWING RELATED SETS OF CRIMES. FORM GROUPS BASED ON THE SETS OF CRIMES THEY CHOSE AND ANSWER THE QUESTIONS IN THE STUDENT NOTEBOOK.

SETS OF CRIMES

-THEFT , BREAKING AND ENTERING (PAGES 13- 14)
-ASSAULT , WEAPONS (PAGES 16-17)
-ASSAULT, DISORDERLY CONDUCT , POSSESSION OF LIQUOR (PAGES 15 -18)
-BREAKING AND ENTERING, VANDALISM (PAGES 14-15)

NOTE: ONE CRIME MAY BE EXPANDED AND STRESSED IF IT SPECIFICALLY AFFECTS THE STUDENTS OR IF THE TEACHER FEELS THERE IS A NEED TO FURTHER EXPLORE THIS AREA.

FOR EXAMPLE **VANDALISM**

-A POLICE OFFICER OR LAWYER MAY BE INVITED TO SERVE AS A GUEST SPEAKER

****IT IS EXTREMELY IMPORTANT THAT AN APPRECIATION OF THE CONSEQUENCES OF CRIMINAL ACTIVITY BE BUILT INTO THIS LESSON.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

1. (CONT'D)

d) AFTER GROUPS OF STUDENTS HAVE ANSWERED THE QUESTIONS, HAVE THEM DISCUSS THEIR RESPONSES AS A CLASS.

APPLICATION

1.

a) HAVE STUDENTS FORM GROUPS OF THREE. THE MEMBERS WILL ASSUME ONE OF THE FOLLOWING ROLES: VICTIM, CRIMINAL, POLICE OFFICER. GIVE THE STUDENTS CERTAIN CRIMINAL SITUATIONS TO ROLE PLAY OR HAVE THEM MAKE UP THEIR OWN SITUATIONS.

b) YOU MIGHT ASK ONE OR TWO GROUPS TO ROLE PLAY IN FRONT OF THE CLASS AND TO LEAD A FOLLOW-UP DISCUSSION.

2. SEE CONSOLIDATION AND REVIEW ACTIVITIES AT THE END OF THIS BOOK FOR OTHER IDEAS.

EVALUATION

1. OBSERVE THROUGH STUDENT VERBAL INTERACTION, WHETHER STATED OBJECTIVES ARE BEING ACHIEVED. (UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.)

2. COLLECT RANDOM SAMPLES OF STUDENT WRITTEN RESPONSES TO QUESTIONS CONCERNING THE VARIOUS SETS OF CRIMES TO DETERMINE WHETHER INDIVIDUAL STUDENT WRITTEN RESPONSES REFLECT CLASSROOM DIALOGUE.

LESSON 7 ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS.

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS
- -UNDERSTAND THAT TRADITIONALLY SMALL TRIBES OR GROUPS OF PEOPLE HAD/HAVE RULES OF CONDUCT
- -UNDERSTAND THAT LAWS AND RULES OF CONDUCT CAN BE BOTH SIMILAR AND DIFFERENT
- -UNDERSTAND HOW TRADITIONAL RULES ARE MADE, FOLLOWED AND CHANGED
- -UNDERSTAND THAT LAWS AND RULES OF CONDUCT ARE NECESSARY
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

RULES OF CONDUCT	TRADITIONAL	TRADITIONALLY
MEMBERS	TRIBES	GROUPS
EFFECTIVE	PREVENTED	REQUIRED
EXISTED	ENSURE	

ENGLISH SENTENCE PATTERNS

WHAT RULES DO/DID YOU FOLLOW WHEN _____?

WHEN _____ ⊥ _____.

WHY ARE RULES OF CONDUCT NECESSARY ?

RULES OF CONDUCT ARE NECESSARY BECAUSE _____.

WHY ARE LAWS NECESSARY?

LAWS ARE NECESSARY BECAUSE _____.

WHAT IS ONE SIMILARITY/DIFFERENCE BETWEEN LAWS AND RULES OF CONDUCT?

ONE SIMILARITY/DIFFERENCE BETWEEN LAWS AND RULES OF CONDUCT IS _____.

WHAT WOULD A COMMUNITY WITHOUT LAWS OR RULES OF CONDUCT BE LIKE?

A COMMUNITY WITHOUT LAWS OR RULES OF CONDUCT WOULD BE _____.

RESOURCES

STUDENT NOTEBOOK - LESSON #7

ELDERS, PARENTS OF THE COMMUNITY

48

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) DISCUSS AND BRAINSTORM IDEAS TO ANSWER QUESTION 1 OF THE STUDENT NOTEBOOK.

b) CONDUCT A CUMULATIVE CHAIN DRILL ACTIVITY WHERE THE TEACHER MODELS THE SENTENCE PATTERN AND THEN THE STUDENTS TAKE TURNS SAYING THE STATEMENT AND ADDING TO IT.

E.G., TEACHER - WHAT RULES DO YOU FOLLOW WHEN YOU ARE WITH YOUR ELDERS?

TEACHER - WHEN I AM WITH MY ELDERS I _____.

FIRST STUDENT - WHEN I AM WITH MY ELDERS I _____ AND _____.

SECOND STUDENT - WHEN I AM WITH MY ELDERS I _____ AND _____ AND _____.

CONTINUE UNTIL ALL STUDENTS HAVE ADDED AN ITEM, THEN START AGAIN WITH THE NEXT SENTENCE PATTERN. "WHAT RULES DID YOUR PARENTS FOLLOW WHEN THEY WERE YOUNGER?" AND "WHEN MY PARENTS WERE YOUNG THEY HAD TO _____."

c) HAVE THE STUDENTS COMPLETE QUESTION 1IN THEIR NOTEBOOKS INDIVIDUALLY.

2.

a) RESEARCH AND RECORD SOME OF THE TRADITIONAL RULES OF CONDUCT FOR YOUR COMMUNITY.

- CONDUCT A SURVEY (STUDENTS WORK TOGETHER TO MAKE UP THE QUESTIONS)

AND/OR

-INVITE ELDERS AND/OR PARENTS TO COME IN TO THE CLASS. DISCUSS TRADITIONAL RULES OF CONDUCT. (SEE PAGE 13, IN THE TEACHER'S GUIDE - ARRANGING FOR SPEAKERS.)

SOME QUESTIONS THAT COULD BE ASKED:

-WHAT RULES OF CONDUCT WERE THERE?
-WHO MADE THEM?
-WHY WERE THEY MADE?
-HOW DID THE PEOPLE ENSURE THAT THE RULES WERE FOLLOWED?
-WERE THE RULES EVER CHANGED AND HOW?
-ARE THERE ANY RULES OF CONDUCT THAT WERE USED THEN THAT ARE STILL BEING USED TODAY?

b) RECORD THE RESULTS AND DISPLAY.

c) HAVE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK INDIVIDUALLY .

3.

a) ON THE BLACKBOARD WRITE THE TWO TITLES:

ONE SIMILARITY BETWEEN LAWS AND RULES OF CONDUCT IS _____.

ONE DIFFERENCE BETWEEN LAWS AND RULES OF CONDUCT IS _____.

STUDENTS BRAINSTORM RESPONSES FOR EACH SITUATION AND RECORD THEM ON SENTENCE STRIPS UNDERNEATH THE APPROPRIATE TITLE.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3. (CONT'D)

b) PASS OUT THE RESPONSE STRIPS IN RANDOM ORDER. HAVE EACH STUDENT STICK HIS/HER STIPS ON THE BLACKBOARD UNDERNEATH THE APPROPRIATE TITLE. STUDENTS CORRECT EACH OTHER'S MISTAKES.

c) HAVE STUDENTS COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

4.

a) WRITE ON THE BLACKBOARD THE SENTENCE PATTERN:

WHY ARE RULES OF CONDUCT NECESSARY?

RULES OF CONDUCT ARE NECESSARY BECAUSE _____.

b) BRAINSTORM AND RECORD ANSWERS ON THE BLACKBOARD USING THE SENTENCE PATTERN.

c) HAVE THE STUDENTS CREATE A QUESTION AND ANSWER CHAIN DRILL WHERE ONE STUDENT ASKS A SECOND STUDENT THE SENTENCE PATTERN QUESTION. THE SECOND STUDENT ANSWERS HIM/HER WITH THE SENTENCE PATTERN ANSWER FILLING IN THE BLANK CORRECTLY. THE SECOND STUDENT ASKS A THIRD STUDENT AND SO ON. IF THE STUDENTS WANT THEY CAN SUPPLY "SILLY" ANSWERS AND THEN OTHER STUDENTS WILL HAVE TO CORRECT THAT SENTENCE.

d) HAVE STUDENTS ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

5.

a) DIVIDE STUDENTS INTO SMALL GROUPS AND DISCUSS QUESTIONS 5 AND 6 IN THE STUDENT NOTEBOOK. HAVE STUDENTS RECORD THEIR GROUP ANSWERS IN THEIR NOTEBOOKS.

b) THEN SHARE THEIR ANSWERS IN A GENERAL CLASS DISCUSSION.

6.

a) WRITE ON THE BLACKBOARD THE SENTENCE PATTERN:

WHY ARE LAWS NECESSARY?

LAWS ARE NECESSARY BECAUSE _____.

b) BRAINSTORM AND RECORD ANSWERS.

c) CONDUCT AN ACTIVITY USING TRUE AND FALSE STATEMENTS. THE TEACHER MAKES STATEMENTS USING THE SENTENCE PATTERNS. THE STUDENTS LISTEN AND DECIDE WHETHER EACH STATEMENT IS TRUE OR FALSE. THE STUDENTS REPEAT THE TRUE STATEMENTS AND ORALLY SUPPLY CORRECT STATEMENTS FOR THE FALSE ONES.

d) HAVE STUDENTS COMPLETE QUESTION 7 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

1.

a) BRAINSTORM ANSWERS TO THE SENTENCE PATTERN:

WHAT WOULD A COMMUNITY WITHOUT LAWS OR RULES OF CONDUCT BE LIKE?

A COMMUNITY WITHOUT LAWS OR RULES OF CONDUCT WOULD BE _____.

b) HAVE STUDENTS COMPLETE THE UNFINISHED SENTENCE IN QUESTION 8 IN THE STUDENT NOTEBOOK:

c) HAVE STUDENTS SHARE THEIR RESPONSES EITHER THROUGH GENERAL CLASS DISCUSSION OR IN SMALL GROUPS.

2. HAVE STUDENTS BRAINSTORM WHICH LAWS ARE BROKEN MOST FREQUENTLY BY THEIR PEERS, AND ANSWER THE FOLLOWING QUESTIONS:

-WHY ARE THE LAWS BROKEN?
-HOW DO THEIR PEERS FEEL ABOUT BREAKING THE LAWS?
-HOW DO OTHERS (VICTIMS, RELATIVES, NEIGHBOURS, POLICE, LAWYERS ETC.) FEEL WHEN THESE LAWS ARE BROKEN?
-WHAT COULD THE FOLLOWING DO TO ENSURE THAT LAWS ARE NOT BROKEN?
- -YOU
- -YOUR PEERS
- -YOUR PARENTS, RELATIVES
- -NEIGHBOURS
- -POLICE
- -LAWYER
- -JUDGES
- -POLITICIANS
- -OTHERS

3. SEE CONSOLIATION AND REVIEW ACTIVITIES AT END OF THIS BOOK FOR OTHER IDEAS.

EVALUATION

1. OBSERVE STUDENT DIALOGUE CONCERNING QUESTION 8 IN THE STUDENT NOTEBOOK.

2. COLLECT STUDENT RESPONSES TO QUESTION 8 IN THE STUDENT NOTEBOOK AND DETERMINE WHETHER LESSON OBJECTIVES HAVE BEEN SUCCESSFULLY ACHIEVED.

3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

CONSOLIDATION AND REVIEW ACTIVITIES

THE FOLLOWING ACTIVITIES CONSOLIDATE THE MAIN IDEAS PRESENTED IN THIS UNIT. TIME PERMITTING, YOU MAY WISH TO UTILIZE ONE OR MORE IN ORDER TO:

-MEET PARTICULAR STUDENT NEEDS.
-CREATE A STUDENT TEST TO EVALUATE STUDENT PROGRESS AND TO DETERMINE WHETHER THE CONCEPTS IN THIS UNIT HAVE BEEN SUCCESSFULLY INTERNALIZED.
-FURTHER EXTEND AND DEVELOP LESSON OBJECTIVES.

1 RULES AND LAWS

THE CLASS CAN DO THIS GENERAL CLASS ACTIVITY:

THE DESERT ISLAND ROLE PLAY.

THE CLASS IS STRANDED ON A DESERT ISLAND. THERE IS NO PROSPECT OF EARLY RESCUE. THEY MUST MAKE PLANS FOR THEIR SURVIVAL. AFTER A WHILE, THE TEACHER STATES THAT AN UNNAMED STUDENT HAS COMMITTED SOME "CRIME". HOW WILL THE GROUP HANDLE THIS? WHAT WOULD THEY DO IF THE SITUATION WERE DIFFERENT -- IF THERE IS A CHANCE FOR EARLY RESCUE?; IF NO RESCUE WILL EVER BE POSSIBLE?; IF INSTEAD OF AN ANONYMOUS STUDENT, THE CRIMINAL HAD BEEN NAMED BY THE TEACHER?; IF THE "CRIME" WAS AN ACCIDENT?

THE DESCRIPTION OF THE ISLAND BY THE TEACHER SHOULD BE FILLED WITH SPECIFICS: HOW LONG? HOW WIDE?; NATURAL VEGETATION?; A CLEAN WATER SUPPLY?; ANIMALS, INSECTS - POISONOUS OR HARMLESS?; CLIMATE?

INCLUDING AN ADULT IN THE STRANDED PARTY MIGHT MAKE A DIFFERENCE IN THE STUDENTS' REACTIONS. THE TEACHER USING THE DESERT ISLAND ROLE PLAY SHOULD DECIDE AHEAD OF TIME IF AN AUTHORITY FIGURE WILL OR WILL NOT BE ON THE ISLAND. IF AN AUTHORITY FIGURE IS TO BE PRESENT, THE TEACHER SHOULD CHOOSE ONE BY NAME AND SELECT A PERSON THAT THE STUDENTS MIGHT BE EXPECTED TO KNOW SUCH AS THE SCHOOL'S PRINCIPAL, OR EVEN THE COP/SPP TEACHER HIM OR HERSELF.

HOW LONG THE PLAY SHOULD CONTINUE DEPENDS ON THE IMAGINATION OF THE PARTICIPANTS AND THE SERIOUSNESS WITH WHICH THEY TREAT THE ROLE PLAY. PLENTY OF TIME SHOULD BE LEFT FOR DEBRIEFING.

DISCUSSIONS SHOULD CENTRE ON THE FOLLOWING: DID THEY NEED RULES; WHY THEY NEEDED RULES; WHAT KIND OF RULES THEY NEEDED; HOW THEY MADE THE RULES; DID THE RULES WORK?

THE CLASS MIGHT THEN COMPARE THE ISLAND TO CANADIAN SOCIETY. WERE THE "LAWS" THEY CREATED PARALLELED IN CANADIAN SOCIETY? DISCUSSION SHOULD TOUCH ON THE FUNCTION OF LAW TO PROTECT CITIZENS AND THEIR PROPERTY AND TO BALANCE COMPETING INTERESTS. EXAMPLES OF COMPETING INTERESTS MAY HAVE TO BE DEMONSTRATED TO THE CLASS BY THE TEACHER BEFORE STUDENTS CAN SEE THEM FOR THEMSELVES.

CONSOLIDATION AND REVIEW ACTIVITIES (CONT'D)

EACH STUDENT SHOULD DO ONE OF THE FOLLOWING ASSIGNMENTS AND PRESENT IT TO THE CLASS.

LESSON 1: A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT

-AS THE ORGANIZER OF A DANCE MAKE UP THE RULES FOR THE DANCE

-PREPARE A NEWSCAST WHICH REPORTS WHAT MIGHT HAPPEN IF THERE WERE NO RULES AT ALL ON A COP/SPP STUDENT EXCHANGE TRIP.

LESSON 2: IT IS USUALLY IMPORTANT TO FOLLOW RULES

-ON A LARGE PIECE OF CONSTRUCTION PAPER, DRAW A PICTURE WHICH SHOWS WHY IT IS IMPORTANT TO FOLLOW A RULE WHICH YOU BELIEVE EVERYONE SHOULD OBEY.

LESSON 3: SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE

-WRITE UP MANY REASONS WHY A STUDENT DOES NOT SHOW UP FOR WORK EXPERIENCE AND DOES NOT PHONE IN OR SEND A MESSAGE.

LESSON 4: A LAW IS A SPECIAL TYPE OF RULE

-MAKE UP A PANTOMIME SHOWING A RULE OR LAW BEING BROKEN. THE CLASS WILL TRY TO GUESS WHAT RULE OR LAW IS BEING DEPICTED AND GIVE REASONS WHY IT IS A RULE OR A LAW. BE PREPARED TO JUSTIFY WHETHER YOUR PANTOMIME IS A RULE OR A LAW.

LESSON 6: LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY.

-FIND A NEWSPAPER ARTICLE WHICH TELLS ABOUT A LAW BEING BROKEN. USING THIS ARTICLE, PREPARE A NEWSCAST TO BE PRESENTED TO THE CLASS.

CONSOLIDATION AND REVIEW ACTIVITIES (CONT'D)

2 THE LAW

-IN GROUPS OF THREE WRITE A THIRTY SECOND COMMERCIAL TO MAKE PEOPLE OBEY A CERTAIN LAW.

-WRITE FIVE NEW LAWS THAT SHOULD BE IN EXISTENCE.

-WRITE FIVE LAWS WHICH ARE MOST IMPORTANT TO YOU. RANK ORDER ACCORDING TO IMPORTANCE.

-WRITE FIVE RIDICULOUS LAWS.

-LIST FIVE QUALITIES THAT A POLICEMAN WHO WORKS WITH JUVENILES SHOULD HAVE.

-USE EACH OF THESE WORDS IN A SENTENCE TO SHOW THEIR MEANING: LAW ENFORCER, COURT, GOVERNMENT, LAW MAKER, JUDGE.

-WRITE TEN DRAMATIC OR FUNNY HEADLINES ABOUT CRIMES.

-CREATE A WANTED POSTER FOR SOMEONE WHO HAS BROKEN A LAW OR RULE.

-a) DESCRIBE OR DRAW A FUTURE CIVILIZATION.
 b) CREATE TEN LAWS FOR IT.

-a) WHAT DO YOU THINK ARE THE FIRST FIVE LAWS MANKIND EVER DEVELOPED?
 b) WHY?

-CREATE A LIST OF CHILDREN'S RIGHTS.

-CREATE A POSTER ADVERTISING A CHANGE IN THE LAW.

-LIST TEN PUNISHMENTS TO FIT CRIMES DESCRIBED IN LESSON 6.

-WITH A PARTNER WRITE A CONVERSATION BETWEEN TWO CRIMINALS WHO HAVE COMMITTED ONE OF THE CRIMES DESCRIBED IN LESSON 6.

-WITH A PARTNER WRITE A CONVERSATION BETWEEN TWO POLICEMEN WHO ARE INVESTIGATING A CRIME DESCRIBED IN LESSON 6.

-DESCRIBE YOUR FEELINGS AFTER WALKING INTO YOUR FAVOURITE CLASSROOM THE MORNING AFTER IT HAS BEEN VANDALIZED.

-PREPARE A NEWSCAST REPORT ABOUT WHAT MIGHT HAPPEN IF YOU DID NOT GET INVOLVED WHEN A RULE OR LAW WAS BEING BROKEN.

-WHAT CAN BE DONE TO HELP PREVENT CRIMES IN YOUR COMMUNITY?

CONSOLIDATION AND REVIEW ACTIVITIES (CONT'D)

3 RULES, LAWS AND ME

AT VARIOUS TIMES STUDENTS WILL HAVE BEEN FACED WITH THE PROBLEM OF WHAT SHOULD "I" DO WHEN CONFRONTED WITH A RULE OR LAW BEING BROKEN. THE INDIVIDUAL MAY FIND IT VERY DIFFICULT TO MAKE DECISIONS ABOUT HIS COURSE OF ACTION. THE FOLLOWING ACTIVITY HELPS THE STUDENT TO BECOME AWARE OF AND EXPLORE THE PROBLEMS AND ALTERNATIVES FACING HIM WHEN A RULE OR LAW AFFECTING HIM OR HIS PEERS HAS BEEN BROKEN.

HAVE STUDENTS COMPLETE THE FOLLOWING CHART BY:
(a) LISTING THE PEOPLE AFFECTED IN EACH SITUATION
(b) PUTTING A CHECK MARK IN THE APPROPRIATE BOX TO INDICATE YOUR PERSONAL CONCERN REGARDING EACH SITUATION. (MAKE SURE YOU STATE YOUR REASON(S) FOR BEING CONCERNED OR NOT BEING CONCERNED FOR WHAT IS HAPPENING IN EACH SITUATION.)

NO.	SITUATION	PEOPLE AFFECTED	CONCERN TO YOU
1	EVA LAUGHS OR MAKES A SMART COMMENT EVERY TIME RUDY ANSWERS IN CLASS.		NOT CONCERNED ☐ CONCERNED ☐ REASONS:
2	DURING CLASS YOU SEE TINA STEALING THE TEACHER'S PENS.		NOT CONCERNED ☐ CONCERNED ☐ REASONS:
3	WHILE IN THE STORE, YOU SEE ROSIE AND MARY-ANN PUTTING TAPES IN THEIR POCKET.		NOT CONCERNED ☐ CONCERNED ☐ REASONS:
4	AS YOU ARE WALKING HOME FROM SCHOOL, YOU SEE A GROUP OF KIDS BEATING UP ONE OF YOUR CLASSMATES.		NOT CONCERNED ☐ CONCERNED ☐ REASONS:

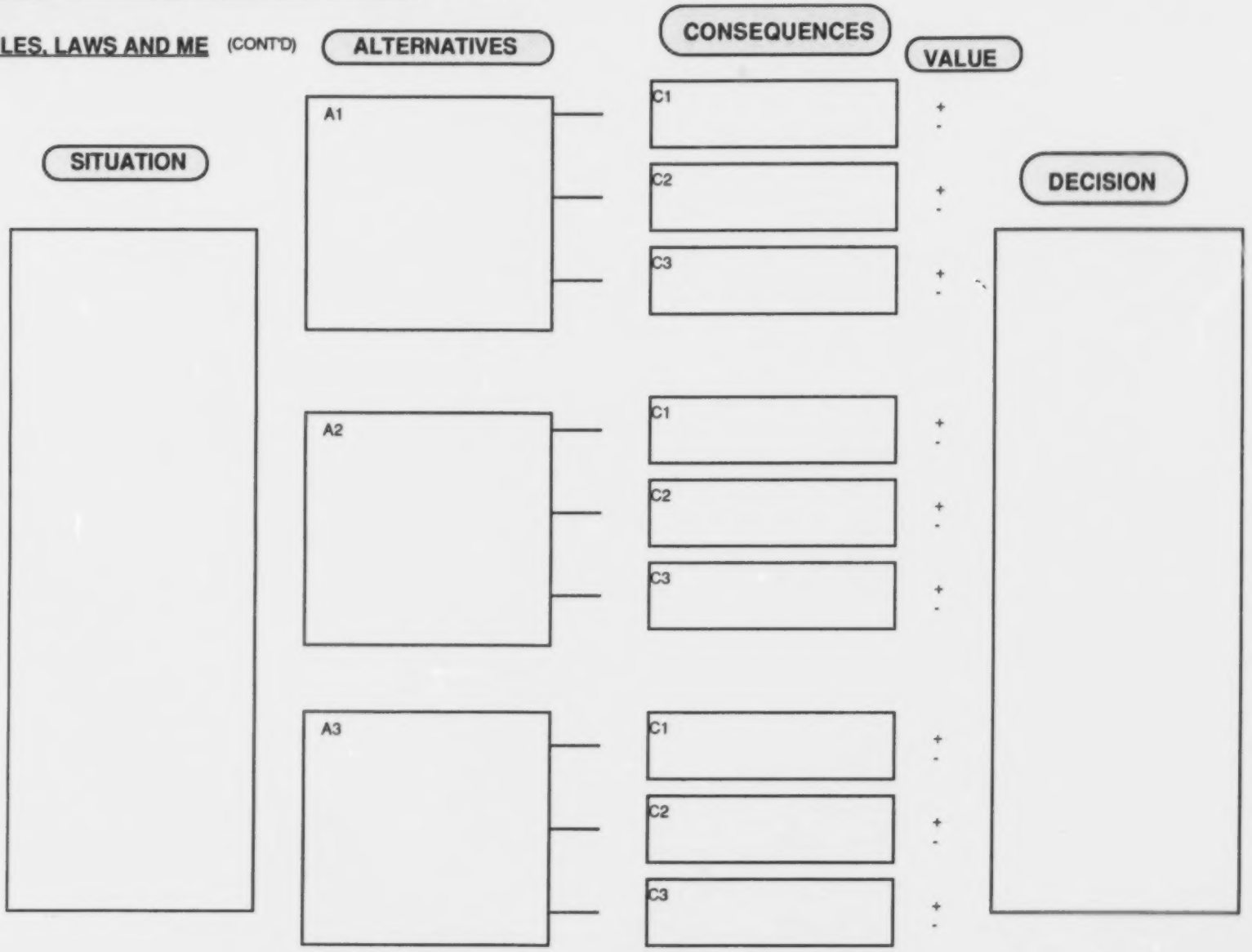
HAVE EACH STUDENT CHOOSE THE SITUATION WHICH CONCERNS THEM THE MOST AND USE THE FOLLOWING DECISION-MAKING MATRIX (PAGE 52) TO:
(a) RECORD THE SITUATION
(b) LIST ALTERNATIVES (COURSES OF ACTION WHICH THEY MIGHT TAKE)
(c) LIST THE CONSEQUENCES FOR EACH ALTERNATIVE
(d) DETERMINE THE VALUE OF EACH CONSEQUENCE BY CIRCLING THE SIGN + (GOOD) OR - (BAD)
(e) EXAMINE ALL THE GOOD AND BAD CONSEQUENCES AND MAKE A DECISION AS TO WHAT SHOULD BE DONE.

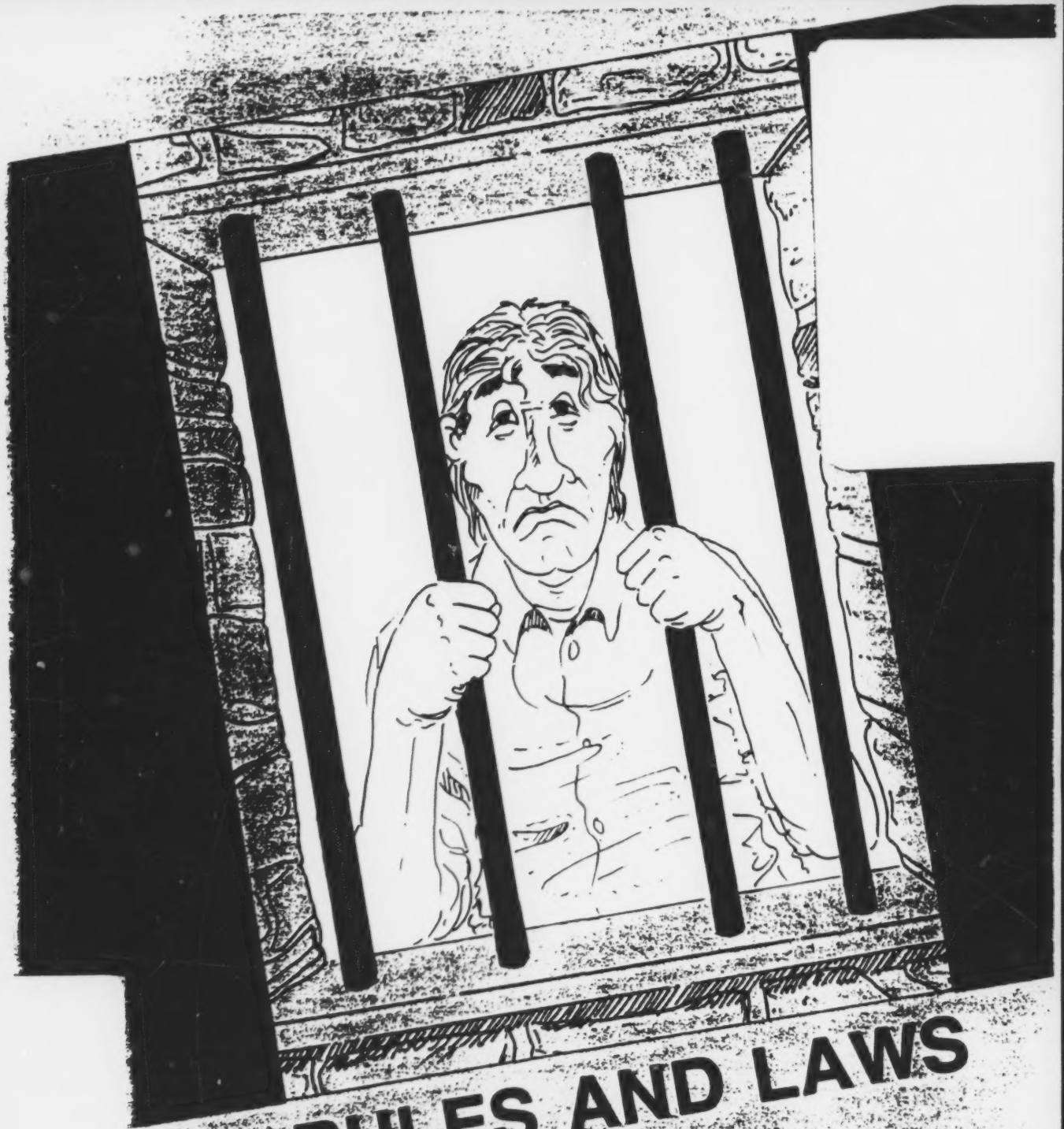
HAVE STUDENTS WHO HAVE CHOSEN THE SAME SITUATION GO INTO SMALL GROUPS AND SHARE THEIR DECISIONS.

LEAD A CLASS DISCUSSION ON EACH SITUATION CHOSEN BY STUDENTS. FOR EACH DECISION MADE AS TO WHAT SHOULD BE DONE, BE SURE TO ASK STUDENTS HOW MANY WOULD DO WHAT THEY SAY THEY SHOULD DO.

CONSOLIDATION AND REVIEW ACTIVITIES (CONT'D)

3 RULES, LAWS AND ME (CONT'D)





RULES AND LAWS

A STUDENT NOTEBOOK

Northwest Territories Edt

RULES AND LAWS

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS

THE HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. THE TITLE TO LESSON ONE HAS BEEN CHANGED AS WELL AS THE ENTIRE LESSON SEVEN HAS BEEN ADDED TO THE UNIT. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE OR DESCRIMINATION OF ANY NATURE.

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1987

LESSON ONE	A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT	1
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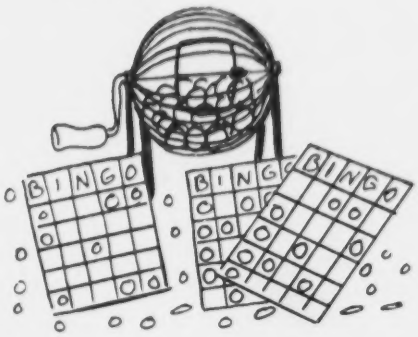
LESSON ONE **A RULE IS A GENERALLY ACCEPTED GUIDE OF CONDUCT.** 1

1a THINK OF SITUATIONS WHERE WE USE RULES.

BINGO		
		CHURCH
	FIRE DRILL	

b WHICH OF THE ABOVE SITUATIONS NEED THE MOST RULES?

c WHICH SITUATIONS REQUIRE THE LEAST RULES?



2a MAKE A LIST OF THE RULES WHICH ARE USED IN ONE OF THE ABOVE SITUATIONS.

SITUATION
RULES

b WHO MAKES THESE RULES?

2

c WHO ENFORCES THESE RULES?

3a MAKE A LIST OF RULES FOR ONE OF THE FOLLOWING SITUATIONS.
● YOUR CLASSROOM ● YOUR SCHOOL ● YOUR HOME

SITUATION
RULES

b DISCUSS EACH RULE AND WHAT MIGHT HAPPEN IF THAT RULE WAS LEFT OUT?

c WHAT MIGHT HAPPEN IF THERE WERE TOO MANY RULES?

d WHAT MIGHT HAPPEN IF THERE WERE NOT ENOUGH RULES?

4 CHOOSE ONE OF THE SITUATIONS YOU LISTED IN QUESTION #1, WRITE ABOUT IT. WHAT MIGHT HAPPEN IF THERE WERE NO RULES FOR THIS SITUATION?

4

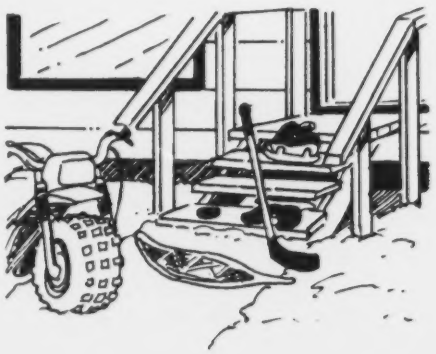
LESSON TWO

IT IS USUALLY IMPORTANT TO FOLLOW RULES

1 WHY IS IT IMPORTANT TO FOLLOW THESE RULES?

a HUNT WITH A PARTNER

b BE RESPONSIBLE FOR YOUR OWN THINGS



c DON'T SMOKE IN SCHOOL

5

d THINK ABOUT WHAT YOU ARE GOING TO DO BEFORE YOU DO IT

e RESPECT PEOPLE EVEN IF THEY ARE DIFFERENT FROM YOU

f RESPECT ANIMALS/ DON'T WASTE THEM

2a THINK OF A TIME WHEN IT WAS IMPORTANT TO OTHERS FOR YOU TO OBEY A RULE. WRITE ABOUT IT.

b WHAT MIGHT HAVE HAPPENED IF YOU HADN'T FOLLOWED THE RULE?

3a THINK OF A TIME WHEN IT WAS IMPORTANT TO YOU FOR OTHERS TO OBEY A RULE. WRITE ABOUT IT.

b WHAT MIGHT HAVE HAPPENED IF THEY HADN'T FOLLOWED THE RULE?

LESSON THREE

SOMETIMES IT MAY BE NECESSARY TO BREAK A RULE

A CHILD IS TRAVELLING BY SNOWMOBILE ACROSS A NEIGHBOUR'S RABBIT SNARES.

1a WHAT MIGHT THE RULE BE IN THE ABOVE SITUATION?

b WOULD IT EVER BE NECESSARY FOR A CHILD TO TRAVEL ALONG A NEIGHBOUR'S RABBIT SNARES?

☐ YES
☐ NO
☐ NOT SURE

WHY?
WHY NOT?

ANNIE WALKS OUT OF CLASS WITHOUT SAYING ANYTHING TO THE TEACHER OR OTHER STUDENTS.

2a WHAT DO YOU THINK THE RULE MIGHT BE HERE?

RULE

b WOULD IT EVER BE NECESSARY FOR ANNIE TO WALK OUT OF CLASS WITHOUT SAYING ANYTHING TO THE TEACHER OR OTHER STUDENTS?

☐ YES
☐ NO
☐ NOT SURE

WHY?
WHY NOT?

JAMES DID NOT PHONE IN WHEN HE WAS UNABLE TO GO TO WORK EXPERIENCE.

3a WHAT DO YOU THINK THE RULE MIGHT BE HERE?

RULE

b WOULD IT EVER BE NECESSARY FOR JAMES TO NOT PHONE IN WHEN HE COULDN'T GO TO WORK EXPERIENCE?

☐ YES
☐ NO
☐ NOT SURE

WHY?
WHY NOT?

8

4 MAKE A RULE FOR EACH SITUATION AND TELL WHEN IT MIGHT BE NECESSARY BREAK THE RULE AND WHEN IT WOULD NEVER BE RIGHT TO BREAK THE RULE.

SITUATION	RULE	BREAK THE RULE	NEVER BREAK THE RULE
GOING OUT IN A BOAT			
RIDING AN ATV			
TAKING MEDICINE			
TRADING WITH OTHERS			
MAKING FRIENDS			
DRINKING ALCOHOL			

LESSON FOUR

A LAW IS A SPECIAL TYPE OF RULE

- LAWS ARE CLEARLY STATED AND ARE USUALLY WRITTEN DOWN.
- LAWS ARE MADE BY PEOPLE WHO HAVE THE RIGHT TO MAKE RULES FOR ALL THE MEMBERS OF A COMMUNITY OR COUNTRY.
- LAWS ARE ENFORCED BY A SPECIFIC GROUP OF PEOPLE (SUCH AS A POLICE FORCE).
- OTHER GROUPS OF PEOPLE, SUCH AS JUDGES OR J.P.'S, DECIDE WHAT THE LAWS MEAN.

1 EXPLAIN WHY EACH OF THE FOLLOWING RULES ARE NOT LAWS.

a IT IS AGAINST THE RULES TO DRINK WHEN PREGNANT.

b IT IS AGAINST THE RULES TO LAUGH AT PEOPLE BECAUSE THEY ARE DIFFERENT.

c IT IS AGAINST THE RULES TO PLAY HOCKEY WITHOUT A HELMET.

2 WHO HAS TO OBEY CANADIAN LAWS?

WHY?

LAWS ARE MADE BY THREE DIFFERENT LEVELS OF GOVERNMENT

THE FEDERAL GOVERNMENT OF CANADA
THE GOVERNMENT OF THE NORTHWEST TERRITORIES
THE MUNICIPAL GOVERNMENT OF YOUR HAMLET, TOWN, OR CITY

3 DRAW LINES TO MATCH THE NOUNS AND ADJECTIVES. (USE A DICTIONARY TO HELP YOU).

COUNTRY●	●MUNICIPAL
TERRITORY●	●FEDERAL
VILLAGE/HAMLET/TOWN●	●TERRITORIAL

4 READ THE FOLLOWING LIST OF RULES AND LAWS AND FILL IN THE CHART.

a RAISE YOUR HAND IN CLASS.

b STUDENTS MUST GO HOME WHEN THE CURFEW SIREN SOUNDS.

c ALL ATV'S MUST BE LICENCED.

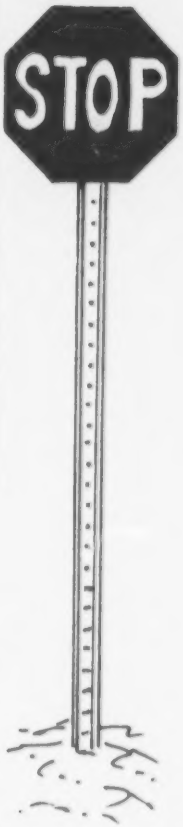
d ALL STUDENTS IN THE N.W.T. SHOULD HAVE PHYSICAL EDUCATION IN SCHOOL.

e ANY CANADIAN EARNING MORE THAN $2000.00 A YEAR MUST PAY INCOME TAX.

f STORES IN YELLOWKNIFE MUST CLOSE BY 18:00 HOURS (EXCEPT THURSDAY AND FRIDAY).

RULE/LAW MADE BY	RULE/LAW 'A' TO 'F'	RULE	LAW	REASONS

A LAW IS DIFFERENT FROM A RULE BECAUSE...



LESSON FIVE

MANY LAWS PLAY A PART IN OUR LIVES

1 DEFINE THE FOLLOWING TERMS.

LAW

LAW MAKER

LAW ENFORCER

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2a ON THE FOLLOWING CHART LIST THREE LAWS WHICH PLAY A PART IN YOUR LIFE.

b SHADE THE CORRECT COLUMN OR ROW TO SHOW WHO THE LAW AFFECTS.

c GIVE THE REASON WHY IT IS A LAW.

d WHO IS THE LAW MAKER?

e WHO IS THE LAW ENFORCER?

f USING A + OR - SIGN SHOW IF EACH LAW IS GOOD OR BAD IN YOUR OPINION.

g GIVE A REASON FOR YOUR DECISION.

LAW			
ME			
FAMILY			
FRIENDS			
CLASSMATES			
NEIGHBOURS			
CITIZENS			
REASONS			
LAW MAKER			
LAW ENFORCER			
GOOD/BAD			
REASON			

LESSON SIX

LAWS ARE MADE FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY.

THEFT

A PERSON WHO COMMITS THEFT WHEN HE/SHE INTENTIONALLY TAKES (STEALS) SOMETHING, WITHOUT PERMISSION, WITH THE INTENT TO DEPRIVE THE OWNER OF IT.

1a TELL ABOUT A TIME WHEN SOMETHING WAS STOLEN FROM YOU OR YOUR FAMILY.

b HOW DID YOU FEEL?

WHY?

c DID ANYONE HELP YOU?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

HOW?

d WHY IS IT IMPORTANT TO HAVE A LAW WHICH DEALS WITH THEFT?

BREAKING AND ENTERING

A PERSON COMMITS A BREAK AND ENTER WHEN HE OR SHE BREAKS INTO A PLACE AND ENTERS IT WITHOUT PERMISSION. HE OR SHE TAKES SOMETHING INSIDE, OR INTENDS TO TAKE OR DO SOMETHING, INSIDE THE PLACE.

2a WHY DO YOU THINK A PERSON MIGHT BREAK INTO A HOUSE OR STORE?

b IF IT WAS YOUR HOUSE OR YOUR STORE, HOW WOULD YOU FEEL?

WHY?

c IF SOMEONE SAW WHAT WAS HAPPENING, WHAT DO YOU THINK THEY SHOULD DO?

WHY?

d WHAT WOULD YOU DO IF YOU SAW SOMEONE BREAKING INTO A HOUSE OR STORE?

WHY?

e WHEN WOULD IT BE ALL RIGHT TO BREAK IN? WHAT MUST BE DONE BY THIS PERSON TO MAKE IT ALL RIGHT FOR THE OWNER?

VANDALISM

ANYONE WHO INTENTIONALLY DESTROYS, DAMAGES, DEFACES, MAKES PROPERTY USELESS OR INOPERATIVE, OR INTERFERES WITH SOMEONE'S ENJOYMENT OF PROPERTY, HAS COMMITTED THE OFFENCE KNOWN AS MISCHIEF OR VANDALISM.

ELISAPEE IS EATING LUNCH ALONE IN HER CLASSROOM, SHE SPILLS A CAN OF GRAPE POP ALL OVER THE TEACHER'S DESK.

3 IS THIS AN ACT OF VANDALISM?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

WHY?

JAMES FAILED HIS MATH TEST AND HE BELIEVE'S IT IS HIS TEACHER'S FAULT. JAMES SEES HIS TEACHER'S SKI-DOO BEHIND THE SCHOOL AND NO ONE IS AROUND. HE THINKS HE CAN GET EVEN BY SLASHING THE SEAT OF THE SKI-DOO.

4 IF JAMES GETS EVEN BY SLASHING THE SEAT OF THE SKI-DOO, IS JAMES COMMITTING AN ACT OF VANDALISM?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

WHY?

ASSAULT

ANYONE WHO APPLIES FORCE TO SOMEONE ELSE INTENTIONALLY, WITHOUT THEIR CONSENT HAS COMMITTED ASSAULT. HE/SHE DOES NOT HAVE TO HURT THIS PERSON, JUST TOUCHING OR THREATENING TO TOUCH CAN BE AN ASSAULT. IF THE PERSON IS ACTUALLY HURT IT IS A MORE SERIOUS OFFENCE.

5a ON THE NEXT PAGE WRITE A LITTLE STORY ABOUT AN ACT OF ASSAULT.

b DO YOU KNOW SOMEONE WHO HAS BEEN ASSAULTED? ☐ YES ☐ NO ☐ NOT SURE
TELL WHAT HAPPENED.

c WHAT COULD YOU DO IF SOMEONE ASSAULTED YOU?

WEAPONS

ANYONE WHO CARRIES A WEAPON INTENDING TO COMMIT AN OFFENCE OR IF THE CARRYING OF THIS WEAPON IS DANGEROUS TO THE PUBLIC GENERALLY, OR IF A WEAPON IS CARRIED HIDDEN ON THE BODY, HAS COMMITTED AN OFFENCE.

6a MAKE A LIST OF THINGS WHICH COULD BE CONSIDERED WEAPONS.

b WHO MAY CARRY WEAPONS?

DISORDERLY CONDUCT

ANYONE WHO FIGHTS, SCREAMS, SHOUTS, SWEARS, SINGS, USES INSULTING OR OBSCENE LANGUAGE IN OR NEAR A PUBLIC PLACE HAS COMMITTED AN OFFENCE.

PAUL AND HIS BROTHER BEGAN ARGUING WHILE SHOPPING IN THE CO-OP. A STORE EMPLOYEE ASKED THEM TO LEAVE BUT THEY REFUSED AND KEPT YELLING AND SWEARING. THE CLERK WENT TO A PHONE TO CALL THE R.C.M.P.

7a WAS PAUL COMMITTING AN ACT OF DISORDERLY CONDUCT?

☐ YES

☐ NO

☐ NOT SURE

WHY?
WHY NOT?

b FOR EACH OF THE FOLLOWING ACTIVITIES THINK OF A SITUATION WHICH WOULD SHOW THE NEED FOR A LAW DEALING WITH DISORDERLY CONDUCT.

- **A SOFTBALL GAME**
- **DOGS STEALING SOMEONE ELSE'S FISH**
- **DRIVING ATV'S THROUGH TOWN**
- **DRINKING BEER**

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POSSESSION OF LIQUOR

IN THE N.W.T. ANYONE WHO IS UNDER THE AGE OF NINETEEN YEARS CANNOT PURCHASE, POSSESS OR DRINK BEER, WINE OR LIQUOR IN A PUBLIC PLACE. THERE IS ONE EXCEPTION TO THIS RULE: IN DRY COMMUNITIES, NO ONE MAY PURCHASE, POSSESS OR CONSUME LIQUOR.

JOHNASIE TUCKED A BOTTLE OF WINE INTO HIS BAG BEFORE FLYING HOME FROM YELLOWKNIFE. HE KNEW HIS MOM WOULD ENJOY MAKING HIS FAVOURITE DINNER AND CELEBRATING HIS GOLD MEDAL. HIS COMMUNITY WAS DRY BUT ONE BOTTLE WOULDN'T REALLY MATTER.

8a IS JOHNASIE BREAKING THE LAW?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

WHY?
WHY NOT?

9a WHAT LEVEL OF GOVERNMENT MAKES THE LAW THAT A COMMUNITY WILL BE DRY?

☐ FEDERAL ☐ TERRITORIAL ☐ MUNICIPAL

b HOW IS THIS DECIDED?

c WHY DO YOU THINK A COMMUNITY WOULD DECIDE TO BAN ALCOHOL?

d DO YOU THINK THIS IS A GOOD LAW?

WHY?
WHY NOT?

LESSON SEVEN

ALL GROUPS OF PEOPLE HAVE RULES OF CONDUCT WHICH MUST BE FOLLOWED BY ALL MEMBERS.

1a THINK OF THE RULES YOU FOLLOW WHEN YOU ARE WITH YOUR ELDERS.

LIST TWO RULES WHICH YOU SHOULD FOLLOW.

1.

2.

b THINK OF THE RULES YOUR PARENTS WERE EXPECTED TO FOLLOW WHEN THEY WERE YOUNGER.

LIST A RULE WHICH THEY HAD TO FOLLOW.

2a TRADITIONALLY SMALL TRIBES OR GROUPS OF PEOPLE HAD RULES OF CONDUCT.

RESEARCH AND RECORD SOME OF THE TRADITIONAL RULES OF CONDUCT FOR YOUR COMMUNITY.

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b WHO MADE THE RULES AMONG YOUR TRIBE OR GROUP TRADITIONALLY?

c WHY WERE RULES IMPORTANT TO FOLLOW THEN?

d HOW DID YOUR TRIBE OR GROUP ENSURE THAT THE RULES WERE FOLLOWED?

e HOW DID MEMBERS OF YOUR GROUP CHANGE THE RULES?

f HOW HAVE THE RULES OF CONDUCT CHANGED SINCE THEN?

g DO YOU THINK THE CHANGES HAVE BEEN GOOD CHANGES?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

WHY?
WHY NOT?

3a LIST TWO WAYS IN WHICH LAWS AND RULES OF CONDUCT ARE DIFFERENT.

b LIST TWO WAYS IN WHICH LAWS AND RULES OF CONDUCT ARE SIMILIAR.

c ARE LAWS OR RULES OF CONDUCT MORE EFFECTIVE IN YOUR COMMUNITY?

☐ LAWS ☐ RULES OF CONDUCT ☐ NOT SURE

WHY?

4 GIVE AS MANY REASONS AS POSSIBLE WHY RULES OF CONDUCT WERE NECESSARY.

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5 DISCUSS WHAT MIGHT HAPPEN IF THESE LAWS WERE ENFORCED (OR EXISTED)

a THE LAW TO TELL DRIVERS THAT THE CITY SPEED LIMIT IS 50 km.h.

b THE LAW WHICH PREVENTED DRUG PUSHERS FROM SELLING DRUGS TO CHILDREN.

c THE LAW ABOUT BEING DRUNK IN A PUBLIC PLACE.

d THE LAW WHICH PREVENTED CHILDREN FROM SEEING RESTRICTED MOVIES.

e THE LAW THAT PREVENTED ADULTS FROM HURTING CHILDREN.

f THE LAW WHICH REQUIRED STUDENTS TO GO TO SCHOOL UNTIL THE AGE OF SIXTEEN.

6 LIST ONE LAW THAT IS IMPORTANT TO YOU.

WHY?

7 GIVE AS MANY REASONS AS POSSIBLE WHY LAWS ARE NECESSARY.

8 COMPLETE THE UNFINISHED SENTENCE.

A COMMUNITY WITHOUT LAWS OR RULES OF CONDUCT WOULD BE